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Another brand of soup

Now that the concept of schooling as an instrument of social change has been noisily abandoned by its loudest proponents, there are already signs that education is suffering a subtle downgrading in its sociological status into a more passive, minor role in the social services.

Whether or not you buy the official concept (which still has some strength, even though the higher hopes have not met its own fulfillment), it is true that the educational and social services overlap. This offer all, was balanced, but officially recognized in the government's new machinery for a joint Framework for Social Policy for schools and social services. The Framework was published in the *Times* earlier this year. But this is not at all the same thing as designating education simply as one of the social services, along with health and welfare, a classification now recently put forward in *Mr. Midwinter's Observer* by Mr. Eric Midwinter, acting in his new role as social consumer's guide.

Mr. Midwinter, of course, has long worked in the overlap area, first with ACE and then with Priority in Liverpool before he joined the National Consumer Council as a project director, which at least ex-

plains his obsession with the social role of schools. But can it really do education a service to lump it in with health and welfare, as he consistently does, as if it were just another problem area to be cured or alleviated? To do this would be to risk losing sight of the role of learning as an active force in its own right, quite apart from its social quality. The pursuit of knowledge for its own sake, the right to learn, the acquisition of skills, have their own value, different from the right to mass education and welfare benefits.

It is partly because the state attempts to take over the whole of education, that it becomes tempting to regard it as just another hand-out. And this makes it all the more important to remember that it is something very much more than that. Eric Midwinter himself warns against the "charitable notion of the social services, the feeling that we should be dumbly grateful for the gratuitous doles of schooling, doctored as well as welfare benefits". He uses this as an argument for a new direction in social consumerism, but it may be that he is selling the pass himself, and certainly selling education short by turning it into an intellectual soup kitchen.

Sticks and carrots

The Science Research Council are right to be worried about the shortage of highly qualified engineers in British industry. But it is hard to see how their proposal to pay higher grants to postgraduate students "in special areas" will make much difference. The weakness of the present system is not that we need to bribe large numbers of students with first degree grants to stay on to do research. It is the familiar one: an apparent shortage of sixth formers applying for engineering, the universities and polytechnics, and choosing science A levels. All the possible reasons are equally familiar.

Higher grants for engineering research would give it an official seal of approval. First, might prevent a few students from giving up through boredom, and encourage a few students in related subjects to switch to engineering. But it is unduly optimistic to imagine that a bright 16-year-old, wondering whether to do history or physics A level, will be much influenced by his chance of doing postgraduate research. The main effect—in the short term at least—would be to reduce

even further the inadequate flow of first degree engineers and technologists into industry. If it means penalising other research students, as it almost certainly will, it needs to be treated with considerable caution for economic as well as educational reasons. Should an engineer doing academic research, for example, be paid more than a botanist whose finding might revolutionize agriculture?

A policy of differential grants, could, of course, be seen as the first step towards overall manpower planning, but the SRC are obviously not going into the business of making statistical projections of the demands of industry. They are offering the carrot of higher grants with more limited and specific aims. But this is not the answer. The classical economic terms of industry really needs more top grade engineers it must offer the salaries and conditions of service, however generous, needed to attract them. To expand research studentships without improving the long-term employment prospects in science or technology, generally, will merely fill the first few places in the United States.

Storm in a dinner-plate

The Leicestershire education department has responded to the disclosure by the Child Poverty Action Group that 800 children are queuing up for seats at dinner tables in city schools by sounding the alarm. In effect, the official response has been: "We have known about this problem for some time. Why all this fuss because other people have found out?"

Whether other education authorities have similar difficulties in complying with the law about providing school dinners, and have been similarly coy, will no doubt be discovered when the Department of Education and Science makes its investigations. But DES spokesmen were at pains this week to emphasize that it is not their responsibility to ensure that L.E.A.s comply with the law. "We do not go around checking up", they insisted. Unfortunately they also had to explain why the department has been sitting on two school meals reports in which the representatives have been doing just that and their explanation for non-compliance so far has not been entirely convincing.

One important fact the Leicester

row has revealed is that British schoolchildren are not permitted to arrive and consume sandwiches without officially appointed and suitably remunerated supervisors watching over them. It is for this reason, say head teachers that they are forced to forbid those children who cannot have school dinners to bring their own lunches. They must leave the school premises at lunch-time and not return until the bell for afternoon lessons has sounded. The L.E.A.s will have their work cut out to convince ordinary people that they are so narrowly confined that they can only take this line. In fact, the Leicestershire L.E.A. probably never took any conscious line on the issue at all, and were corporately unaware that, as a result of wooden administration, children were being sent home across busy roads to empty homes, and conscientious mothers were being forced to go without employment to look after them.

An incident which shows an L.E.A. failing down on the job—even in a dinner plate—has been the education, and had at it with the financial support on which the schools depend is threatened at every turn.

Turning the world upside down

Stuart Maclure

The education voucher has an enormous appeal to the liberal economic radical. It offers to turn everything upside down without large-scale bureaucratic reorganisation. It suggests a way of achieving the balance of power in education without added expense. It betokens radical change, but does not require its proponents to say what kind of change, because by dismantling most of the public mechanisms of educational policy-making and administration, it would hand decisions back to the three or four million families whose children fill the schools.

It is a challenge to the civil servants and local bureaucrats, a method of curbing an overnightly teaching profession, and a Pandora's box of unforeseeable innovation. It would hand decisions back to the three or four million families whose children fill the schools.

And yet... as the Conservatives should now be scouting around feverishly for some positive educational thinking, is this the panacea they are looking for? It must be intensely attractive—a promise to initiate a controlled experiment would cost little and would not off more serious decisions for yet another decade.

Vouchers (and student loans) are in the air again this week because of an admirable pamphlet by Alan Maynard, a lecturer in economics at York University, published by the Institute of Economic Affairs. After a brief discussion of the economic arguments for government intervention in the education market (which he has little difficulty in rejecting), he goes on to describe a selection of the voucher proposals so far expounded, of which the Jencks, the Friedman, the Peacock-Wiseman and the Coon-Sugarmann schemes are the best known.

He discusses carefully the way in which the state subsidy which the voucher represents can be weighted or taxed according to the social or political objectives underlying any particular scheme. For example, the Jencks voucher is suggested for socially disadvantaged children, while the Friedman voucher is offered at a flat rate for all. Some schemes would restrict the voucher's use to state schools; others take in private institutions; some can be supplemented by additional tuition payments by parents; others can only be spent at schools which are prepared to live within the resources offered by the voucher.

Some are taxed; others are lax. Some are described by rules about academic selection, racial segregation, social integration; others are based on the conscious discovery that, because education has "failed" as an efficient

instrument of social engineering in the hands of school boards and LEAs, the voucher offers a way to express the "private" nature of education and, therefore, the need in a pluralistic society to offer a genuine variety of individual educational choices.

Of course, Mr. Maynard is largely describing paper plans. Of the handful of experimental schemes mounted in the United States, only that at Alton Rock (not examined in critical detail here) has much experience to draw on, and that is much more limited than any of the blueprints devised by academics.

To a European observer, Alton Rock does seem to have achieved one of the preliminary objectives. The 14 schools (1900 pupils) which were taking part in the scheme in the Alton Rock school district of San Jose have each had to change in radical ways. To give parents and pupils a real choice, each school had to offer a range of separate courses—three or four mini-schools, each with its own educational philosophy and curriculum; and separate staff and prospectus as well—and so the parents who live within the catchment areas of the schools can then select a particular combination of school and course.

The result has been to force the schools to review the courses; to take a "look at the open" primary school course for the parents who want it, and at the same time a "traditional" course for those who want that. Mini-schools are packaged with evocative titles such as "the Little Red School House", "the Learning Odyssey", "Self-expression", "great beginnings".

The reality of the consumer-power released by this device can be seen in the movement of choice between options, and the hoary counter-attack taken by teachers who suddenly wake up to the fact that the bread butter they prefer is another mini-school.

But even this needs to be qualified—the anti-teacher philosophy which lurks in the background has had to be modified, because the scheme is dependent on teacher goodwill. The teachers insisted on guarantees against redundancy when they entered the experiment. And as the New York Times wryly observed, while vouchers are condemned out of hand by teachers' organisations nationally, "it is the Alton Rock teachers, not the parents, who seem to have adopted the most influence and authority".

Parental choice takes place against a background of tight state regulations about prescribed standards of achievement at given ages. Movement and choice are real, but seem to have been limited to the school nearest their houses, and some schools are popular in themselves, irrespective of the particular courses they are offering.

One of the most controversial

Letters to the Editor

Sharing the illiteracy cash

Sir—Growing awareness at both government and local authority level that adult illiteracy problems need cash as well as volunteers to help solve them have been emphasized. When a group such as the Herefordshire Experimental Literacy Project is the apparent difference in sharing the financial burden. You report (September 12) that a grant of £5,000 has been made by the Adult Literacy Resource Agency to project in Herefordshire for 12 volunteers to give individual tuition at home or in group sessions.

HELP is the extension of a successful project started in Herefordshire. In 1971, apart from its normal group sessions, it now concentrates on home tuition where fully trained tutors are matched to individual clients. Training courses are held under qualified volunteer staff, there are 25 tutors now working, about 100 more are preparing to take the course, a mobile education centre for work with travelling families will soon be in use, an adult literacy resource centre is available to provide research into the educational and social needs of the disadvantaged.

Herefordshire have one of the highest number of adult illiterates—proportionally—to the country. The survey estimated about 1,000, the figure is thought to be between 1,200 and 3,000. Our grant from ALRA was £10,000. The grant from ALRA was £10,000. The grant from ALRA was £10,000.

Haringey revisited

Sir—In her article "Reflections on Bullock" (September 19) Mrs. Wiener purported to use current situations and opinions in Haringey as the basis for her writings. If she had not named the borough, those of us working here would certainly not have recognized that she was writing about Haringey. Like every other L.E.A. we shall be inhibited in future developments by current and future shortages of cash, but though we do not take a complacent attitude we do not take any more pride in the fact that we are a borough where the illiterates are about and where the illiterates are about and where the illiterates are about.

centre is about and where the illiterates are about and where the illiterates are about. Mrs. Wiener left our borough work in the United Kingdom in 1972, 12 months ago, and was not in the borough during a recent visit to the borough. She did not see the illiterates during her brief survey of the borough before writing her article, which was a picture of what the illiterates are about and where the illiterates are about.

More letters...



Lionel Wood, Miss E. J. Robson, Dr Rhodes Boyson. Bottom row: Mike Forsyth, Joanna Nash.

Vaughan reports from the Conservative Party Conference in Blackpool

ories offer a legal arm to protect direct grant schools

The direct grant schools list under the next Conservative government, it will be by statute. Mr. St John-Stevens, told the Party Conference in Blackpool, would have "stopped this doctrine in its tracks".

The motion, which the conference passed with one vote against, said that educational standards were falling in our schools, and called upon the Conservative Party to redress its priorities in education and give the opportunity for wider parental choice.

Mr St John-Stevens said the motion expressed the outlook of millions of parents throughout the country about standards of learning and conduct in schools.

He said the Conservatives' first priority was to strengthen the foundation of the educational system in the nursery and primary schools. "We want to see that every child entering a secondary school system is already able to read easily, to write legibly, and to express himself in good clear English."

As the cornerstone of Conservative policy for "restoring the success of the secondary system of education, we will keep their grammar schools as a reserve force to create a new comprehensive schools which are as good as the grammar schools provided a ladder of opportunity for children of modest means."

He disagreed with Mr Mike Forsyth of the Federation of Conservative Students that direct grants were a preserve of the rich. "They are the preserve of those of modest means—the thrifty, and those who are prepared to make sacrifices for the education of their children."

Mr E. Wood from Huddersfield, who moved the motion, said there was no doubt at all that educational standards were falling. And he felt that hand-in-hand with the three Rs should be the setting of standards in the three Ds: dress, demeanour and discipline.

Miss E. Robson, a primary school head from Hammersmith, West London, opposed the motion. She said that although things had been bad and were still bad, the pendulum was now swinging back to law, order and discipline and standards.

It will continue to swing back if those administrators and teachers who are working hard in very difficult circumstances are encouraged to do so, and are not discouraged by constant carping criticism."

Mr R. Neville-Tate from Durham, supporting the motion, criticized the Conservative Party for its feeble reaction to the dark totalitarian developments of the Labour government. He said if a parent used his savings to buy education for his children, then socialists saw him as "a criminal, an outcast of society, a threat to their standard of equality."

Mr Tom Stow from Bradford recalled the longest applause of any delegate after he had criticized Conservative councillors up and down the country for introducing comprehensive schemes and sweeping away "many of our established and proven grammar schools."

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Black Rhodesians may resist student plan

by Mark Jackson

An inter-departmental plan to provide educational grants for half the estimated 1,500 black Rhodesians who have come to Britain to study will be put to two Cabinet ministers for final approval today.

The plan was agreed in principle at Blackpool during the Labour Party conference by Mr Roy Jenkins, the Home Secretary, and Mr Reg Prentice, the Minister for Overseas Development. Overseas Development will accept responsibility for students who have found places in colleges; the rest will be left to the Home Office. Most of these are likely to be offered work permits rather than educational courses.

The senior civil servants who have drawn up the plan take the view that those Africans who have not already got places lack the qualifications to pursue their studies within our educational system; and that Britain cannot be expected to lower its standards to accommodate them.

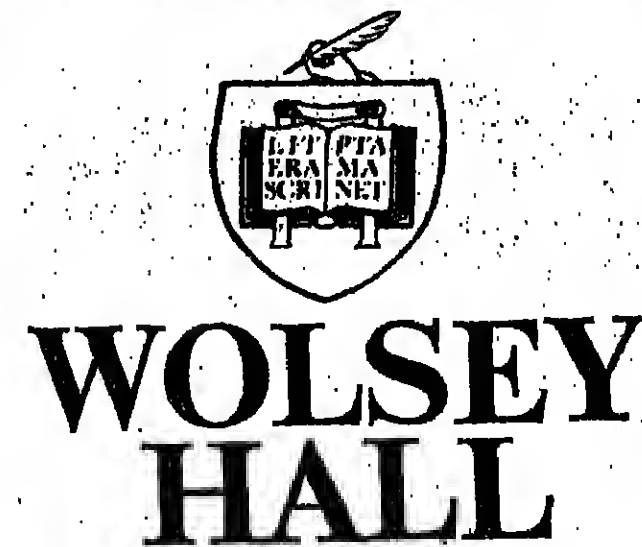
The plan is a compromise which falls a long way short of Rhodesian nationalist demands that Britain should provide appropriate education for all the Africans who come here. Mr Ndabaningi Sithole, the Zimbabwe nationalist leader, said on Tuesday that he and his colleagues were not prepared to see youngsters who had come to Britain to study turned on to the labour market. The whole future of relations between Britain and Zimbabwe would be affected by the way in which the students now here were treated.

It seems clear that the Foreign and Commonwealth Office, who were represented in the inter-departmental discussions along with the two ministries directly concerned—and the Department of Health and Social Security—have seriously underestimated the strength of the feelings of the Zimbabwe nationalist politicians on this issue. Education ranks next in a direct military intervention as the assistance they have most wanted from Britain.

The decision to produce a "sheep and goats" compromise may have been influenced more by administrative considerations than by economic stringency. The cost of providing grants and fees for all 1,500 would be around £2m a year, for which Overseas Development have the funds; but the ministry has been trying to hand over to other bodies responsibility even for students who are already receiving grants.

It is likely that the British Council will, in the end, be given the task of administering the grants and counselling with the colleges concerned—although they do not lack the necessary machinery and contacts.

To administer the much wider scheme which would be required to provide everything from O level courses to secretarial training is something which the Ministry could not farm off to the Council—or anyone else, except perhaps the Department of Education and Science. That department, although asked for technical advice by the Ministry, was not concerned in the discussions. Interview with Mr Sithole, page 6.



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Tyndale: a poorly attended meeting.

Tyndale managers plan lock out

Managers at William Tyndale School, in London, are planning a "lock out" against seven members of staff who have been on strike for three weeks. The managers and the striking teachers are in dispute about the running of the school, which is being temporarily staffed by peripatetic teachers.

The Inner London Education Authority is to hold a full inquiry into the school's affairs on October 27. At a meeting on Monday the managers called for the striking teachers to be kept out of their classrooms until the inquiry is completed. This, they say, is to avoid interrupting the pupils' education. They are also planning to send

a delegation to Sir Ashley Bramall, leader of the ILEA, to discuss educational continuity at the school. A spokesman for the strikers said this week that the managers were behaving "like nineteenth century mine owners". The strikers have set up an "alternative" school in a disused chapel and about 30 William Tyndale pupils are attending it every day. But the managers say they have no responsibility for all pupils at the school, have asked the Department of Education to ensure that the premises comply with health and safety regulations. The ILEA asked the strikers last week to close the school.

The strikers held a poorly attended meeting for parents last Friday and they hope to call a larger meeting next week. They have not yet decided whether to attend the ILEA inquiry. They say they are waiting to find out whether or not it will be fair. But if they decide to attend they will be willing to go back to their regular classrooms before it begins. The strikers say the managers are anxious that parents should be more fully informed and they have asked the divisional education officer to organize a parents' meeting. The managers say they would be quite willing to have their own conduct in the affair inspected.

Sacked teacher will fight the governors

A young teacher was sacked last week for publicly criticising standards of discipline in his comprehensive school.

Mr Roger Hickey, 27-year-old history master at Swanley Comprehensive School, Kent, complained to local newspapers that no proper standards of behaviour were set for pupils and that teachers who tried to discipline children were given little or no support by senior members of staff.

But Mr Hickey was not supported by other teachers at the 2,000-pupil school. Last month they threatened to walk out unless he was suspended, and at a governors' meeting last Wednesday Mr Hickey was dismissed. This will be considered by Kent Education Committee on October 22.

This week Mr Hickey, who is a Conservative councillor in Bromley, said he intended to fight the governors' decision. He will be legally represented at the education committee meeting.

"I don't believe in corporal punishment. In any harsh sanctions put on children should be given reasonable guidelines for behaviour. And if pupils step outside the guidelines, teachers should react quickly and firmly."

"At present discipline at Swanley is so slack that it is difficult for many children to concentrate. Learning is being interfered with and that should really be the teachers' fault. If they are not willing to find out whether or not it will be fair. But if they decide to attend they will be willing to go back to their regular classrooms before it begins. The strikers say the managers are anxious that parents should be more fully informed and they have asked the divisional education officer to organize a parents' meeting. The managers say they would be quite willing to have their own conduct in the affair inspected."

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and although children's conduct, there was an unprecedented number of pupils in trouble for discipline and the giving of sanctions.

"The school is crowded and even parents' minds are being overtaxed. I have seen things for myself which I could not count the complaints on the ground."

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Mr Hickey claimed to have ten reports on discipline and also to the school but no action was taken. He said he had spoken of staff meeting out having any effect.

Mr Hickey does not teach teachers' union, but this was not because he never got round to it. There has been no action on Mr Hickey's complaint and he has said that the union committee would not recommend him to a tribunal. If this happens, he would be dismissed, he said.

As far as is known, Mr Hickey has been constantly criticised, although teachers have been criticised for not being more mature people, but it just does not work with most 12 and 13-year-olds."

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Unemployment fear wells FE colleges

Fear of unemployment is enmeshing an unprecedented number of young adults to enrol for courses at Britain's 500 colleges of further education.

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Calls flood in to new BBC literacy scheme

BBC officials have had to call in volunteers to help them staff their literacy referral scheme which officially starts with a 10-minute television programme on Sunday evening.

This follows the success of a "trial run" last week, when the service was mentioned on the Jimmy Young lunchtime radio show—and was immediately flooded out with 500 telephone inquiries.

It was originally planned that the switchboard would be staffed by eight people, who would put local teaching groups in touch with people who ring in saying they want to learn to read and write.

But last week they had to be helped by two senior administrators and their secretaries, and by six members of the production team working on the new television series, who rushed over in a taxi.

Now those in charge of the project have recruited an extra 40 volunteers to help with the switchboard.

The referral service is being administered by the BBC with money raised from charities, particularly the Ford Foundation. The switchboard number is being published by the television series and by a number of other BBC programmes.

The television series, on the move, will include actors such as Pollyanna, Patricia Hayes and Norman Rossington. The switchboard number is being published by the television series and by a number of other BBC programmes.

The matter at issue between Professor Vaizey and Monash was where the new vice-chancellor should live. His contract promised that a new house should be built, but the building cost had escalated, and at a time when the university's grant was being severely cut. There was a



Vaizey to stay at home

Professor John Vaizey (above) will not be the next vice-chancellor of Monash University, Australia, according to a statement from the university's chancellor, Sir Richard Eggleston, this week.

The appointment was announced earlier this year. Sir Richard said the university had received a telegram from Professor Vaizey, now professor of economics at Brunel University, on September 18 saying: "We have decided regrettably to stay here. Letter follows."

Professor Vaizey said this week that the phrase was quoted out of context from a longer telegram.

The matter at issue between Professor Vaizey and Monash was where the new vice-chancellor should live. His contract promised that a new house should be built, but the building cost had escalated, and at a time when the university's grant was being severely cut. There was a

good deal of protest locally about the cost of the house.

Professor Vaizey said he was extremely unhappy that the house should go ahead, at a time when the university's funds were being squeezed. His telegram and subsequent letter had been an attempt to find out from the administration where he and his family would live if the project was cancelled.

He said he heard nothing further from the university until a telephone call last week asking him to approve a press statement about his withdrawal. He refused to accept a statement he had not discussed or seen in writing.

He said this week: "I was looking forward very much to going, particularly after the warm welcome I received from students and staff. But if the university administration has decided my appointment is not going ahead, I will be delighted to stay at Brunel, where I have been happy for 10 years."

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PERSONAL COLUMN

Tom Howarth After all this lunacy...

Stuart Hulland's *The Socialist Challenge*, entitled "Choose Four rides again" by David Marquand, who is Labour MP for Aylesbury. He describes the book as a "falsely plausible theoretical justification for the judgments of the Labour left, although the book is in style and approach, grating in style and sloppy in argument."

Mr Marquand, a genuine advocate of the mixed economy, points out quite rightly that "what Britain most needs in the moment is a stop to the paranoid bleating of a class war which ought to have ended years ago."

But how, one may ask, can we advance in this wholly desirable direction, unless the Labour Party has the courage to purge itself of those far from inconceivable elements in it who revel in class war and have no sympathy whatever with a mixed economy or any other form of civilised compromise?

If anybody is naive enough to entertain any residual doubts on this subject, the new book on the "Politics of the North London school" finally removes his blinkers. One might however suggest, in addition, to Mr Marquand that the realization of his admirable hopes and ideals are impeded not only by the overly totalitarian left within his own party, but by the rigidity of much "moderate" party dogma.

It certainly does not seem to me that Mr Marquand or Mr Marquand or Mrs. C. or Mr. Burgess (though I may have got him in the wrong camp) that if they do want to encourage, stimulate, bring and organize, as a legitimate part of

the mixed economy, to allow people to choose between the two, they are not only not doing it, but they are not even trying to do it.

In such a society schools would be free to set up a special information service for the parents, throughout the country, to enable people in need to learn about the various services available to them. It would be a service for the parents, throughout the country, to enable people in need to learn about the various services available to them.

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the mixed economy, to allow people to choose between the two, they are not only not doing it, but they are not even trying to do it.

In such a society schools would be free to set up a special information service for the parents, throughout the country, to enable people in need to learn about the various services available to them.

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United States

Agreement threat may close classes again

from Thomas Cahill

NEW YORK The settlement of the New York City teachers' strike (TES September 26), though it got teachers back to work, has raised a series of new problems that threaten the future of the agreement.

The great difficulty that faced the negotiators of the New York City Board of Education and the teachers' union was how to protect gains won by teachers in previous contracts without increasing the size of the new budget—despite inflation and despite the fact that the city's economic crisis has already forced the dismissal of 4,500 teachers.

The teachers' union, though ready to abandon demands for significant salary increases, was unwilling to allow an increase in the size of classes—32 students per class in elementary schools and 34 in high schools—and would only partially meet the board on the issue of free preparation periods.

So the board negotiators proposed that the school day be reduced for students by two 45-minute periods a week, and that the teachers use the time "saved" as preparation periods.

The reduction of the school day has come under heavy criticism by parents and local school boards who consider it a betrayal of the children.

Mr Ewald Nyquist, New York State's Education Commissioner, claiming that the loss of the two periods puts the average daily class time below the state-recommended minimum, has said that he will seek new state regulations estab-



Protesting teachers last month.

lishing minimum schooldays.

And Mr Hugh Carey, governor of New York, has just challenged the settlement, saying that his cost analysts indicate that the new pact could cost the city \$140m—a much as \$80m more than has been budgeted.

Mr Carey's statements represent a new trend of active involvement by state officials in the financing of public education. His involvement is also another indication that he and his advisory boards—and not city officials—now control the budget of New York City.

Senate moves against bussing

In further attempts to curb the use of bussing, both the House of Representatives and the Senate have attached amendments to vital Appropriations Bills funding Government agencies.

The House measure, which is unlikely to succeed, would prohibit the use of bussing in court-ordered desegregation cases.

In contrast, the Senate's two measures, which are attached to the \$46.2 billion appropriation for the Department of Labour and the Department of Health, Education and Welfare, are carefully designed and have involved both sponsorship by and support from traditionally liberal senators.

One of the Senate amendments would prevent use of funds appropriated in the Bill to "require, directly or indirectly, bussing of children beyond the school nearest their homes in order to comply with the Civil Rights Act."

The Senate amendments would leave court-ordered bussing unaffected, and most bussing programmes originate with the courts rather than with HEW. Since court decisions are based on constitutional arguments, regular legislation is unable to prevent them.

Record number of places, but problems persist

by Kenneth Shaw

In the last four years 5,600,000 school places, including 4,200,000 in rural areas, have been provided through new building programmes. More than 500,000 new teachers have been trained, and a total of 14m students have been educated.

In 1974-75 more than 14m pupils were in school. The number of pupils in school is expected to rise to about 16m by the end of the year.

Economic planners and Party officials, however, are not satisfied with what they call the "average" quality of the knowledge of Soviet students. Blame is partly attached to the failure of schools and educational research institutes to put new findings into use inside schools.

Research into education is a growing part of academic studies. It is carried on not only by full-time staff in research establishments, but also by working teachers and part-timers. The number of part-time scientific correspondents of the Research Institute of the Academy of Sciences, for example, exceeds 20,000. The topics designated by the Institute alone are being worked on by 900 educational bodies throughout the Soviet Union.

Too frequently, however, the results of expensive research are being shelved. Meanwhile, many problems remain unsolved. According to the *Pravda* newspaper, the Soviet government cannot hide behind its recent successes in building and provision of places. The management of school staffs and systems of checking the ways in which education is being conducted in Soviet republics is being especially criticised. There are also many deficiencies in the professional training of future teachers, and researchers are not paying enough attention to scientific work management and the economic use of resources.

Kenya

Government launches 'relevancy' probe

by John Borrell

The Kenyan Government has appointed a commission to study the reform of vocational training, first published nearly two years ago, have been given a three-month deadline for a report.

The review, which is to start this month, is being undertaken by a committee of the Ministry of Education and Social Services, and is being co-ordinated by the Ministry of Education and Social Services.

The establishment of the commission on Education Objectives, announced by Dr Zacharia, Education Minister, has been a major step in the reform of vocational training, while the unions maintain that it will not ensure enough control to eliminate the shortcomings of the present system.

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West Germany

Vocational training Bill still deadlocked

David Dungworth

The Government's controversial plan for the reform of vocational training, first published nearly two years ago, have been given a three-month deadline for a report.

The review, which is to start this month, is being undertaken by a committee of the Ministry of Education and Social Services, and is being co-ordinated by the Ministry of Education and Social Services.

The establishment of the commission on Education Objectives, announced by Dr Zacharia, Education Minister, has been a major step in the reform of vocational training, while the unions maintain that it will not ensure enough control to eliminate the shortcomings of the present system.

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Herr Rohde: little progress.

a levy of 0.25 per cent of their gross wage and salary bill whenever the total number of training places available exceeds the demand for them by less than 12.5 per cent. The fund thus set up would be used to pay subsidies to those firms who are prepared to employ more apprentices.

This provision, according to the employers' associations, will cost industry about DM2,350m (£430m) a year. For firms with up to 20 employees it will mean additional staffing costs of at least 10 per cent.

Union representatives, however, denied that the Bill's financial effects could be calculated so accurately in advance and insisted that any higher costs would be justified by improved standards of training.

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Italy

Unemployment among young rises 70 pc

from Dalbert Hallenstein

ROME The Ministry of Labour estimates that in July there were 370,000 young people registered as unemployed, a 70 per cent increase on the same time last year. But the ministry admits that these figures are limited to those under 21 and that anyway only a fraction of young people in search of work actually register.

The Central Government Statistics Office (ISTAT) estimated in its latest survey last April that 416,000 young people were then looking for their first job, 108,000 more than in April 1973. But an ISTAT official openly agreed that the real figure must be at least 800,000.

The ISTAT estimate was made a month before almost 300,000 school leavers and at least 65,000 new university graduates were about to enter the labour market at the end of the 1974-75 academic year. Leading educationists and sociologists are therefore estimating that by now there are just under a million unemployed young people between the ages of 14 and 25 in search of their first job.

The confederated industrial unions appear remarkably uninterested in the problem. The central research institute of CGIL, the largest of the confederated unions, admits that no study of the problem is at present being undertaken and that they have no precise information.

This indifference is only one of the factors exacerbating the plight of the young. With increasing general unemployment, and with thousands of businesses and factories closing down or working short time, firms are no longer taking on new personnel. A recent survey has estimated that 70 per cent of Italy's total unemployed are between the ages of 14 and 25.

France

Unions stay sceptical of moves to aid school-leavers

from William Farr

PARIS The Confederation Generale du Travail (CGT), the country's largest federation of trade unions, estimates that 400,000 of this year's 600,000 school-leavers will not find jobs for many months and that by the autumn there are likely to be 900,000 young people under 25 out of work. Summer figures from the Ministry of Labour already showed 300,000 jobless young people under 25.

To combat the situation the Government in June made more money available for grants for these willing to take two to three-year courses in technical secondary education colleges (CETs). It also offered an extra term to those who were expected to fail the examinations at the end of the first year so as to enable them to catch up and carry on.

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Sixth-formers set against physics

Sir—My work at Lancaster University department of educational research in the past year has led me to a different interpretation from Brian Woolnough in his letter about the non-existent swing away from physics (September 26).

While I acknowledge the apparent increase in popularity of physics at O level in the number of entries and passes (which was after all, one of the conclusions of the Dalton report in 1968), I suggested that a real intrinsic swing against physics has taken place at sixth-form choice stage and that pupil dissatisfaction with O level physics could be a contributory factor.

Although Brian Woolnough agrees both O level and A level physics, he does not make a firm comparison between them. If, however, the number of O level subject passes is compared with the number of A level entrants in that subject two years later, one gets the swings shown in the accompanying table. And, clearly, among the eight major A level subjects, the swing against physics is the greatest.

This method of analysis, using published DES data, has an advantage over other methods—such as those of David Buckworth (Swing against "hard" subjects)—T.E.S., November 15, 1974 and the Dalton report—because it is independent of the changing composition of the sixth form referred to by Woolnough, Duckworth and others. An analysis of data by sex is also possible—and the pronounced swing against A level physics by boys is particularly intriguing.

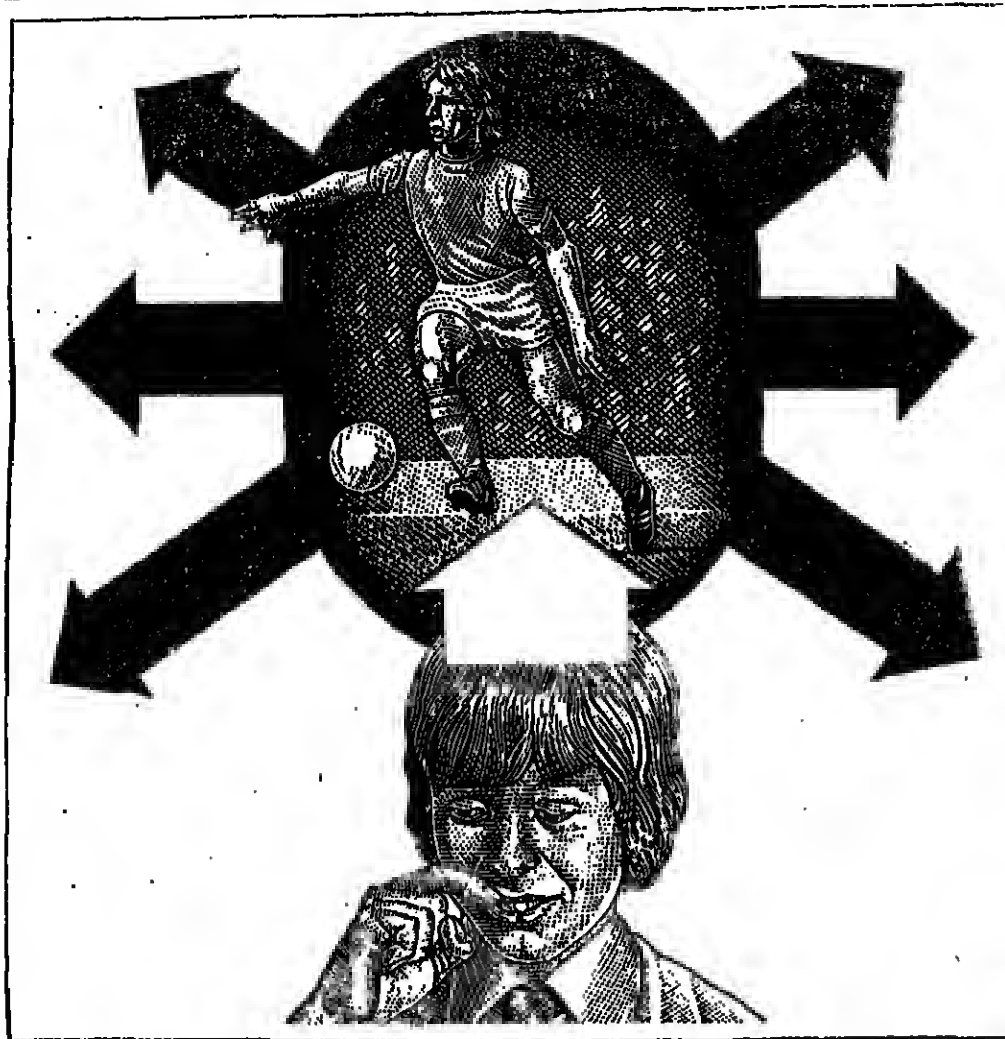
I hope to report more fully in the near future on a survey which attempted to identify factors in physics education that are relevant to the swing away from A level physics. But I feel this preliminary note is needed to balance Brian Woolnough's letter and to promote further discussion.

A. W. PELL,
The Barons Close,
Dunlinton, Northampton.

Subject	Percentage of qualified O level students attaining the A level examina- tion five years later in %	Change in percent
Biology	39.3	19.1
Chemistry	42.2	34.1
English Literature	24.4	15.4
French	24.4	26.4
Geography	23.1	15.5
History	25.3	30.3
Modern Languages	24.4	17.9
Physics	42.6	64.1

The percentages for history include ancient history, for biology include botany and zoology, and for Art and Art Studies include pure mathematics. The single subject group applied mathematics.

24



Picking out a theme

A teacher can ensure one kind of relevance by beginning where his pupils are. His experience will have told him what kinds of things they're interested in, or if he doesn't know he can ask them, and he can put together themes from these. He should assess how long a theme is likely to last with a particular class. Even then he's often surprised. One theme, which he felt sure was a winner, and was in fact with the same class last year, didn't catch on and last nearly as long as he expected. Another, however, did, even though last year.

This is common experience. It brings to mind two criticisms. First, that the most serious flaw in a thematic approach is that it involves a teacher in a kind of unrestrained and fragmented jumping from one topic to the next. Second, that many of the topics are too trivial to bother with, even though based on pupils' interests.

The answers to the first are obvious. Almost any theme can be used as a centre around which a teacher may build units of work in which he involves his pupils in all kinds of linguistic activity, he believes necessary for them at that point in the course. Many of these activities can grow out of the centre and to fact be organically related to it; some have to be linked to it artificially, but may be none the worse for that as there is at least a link established.

The syllabus and scheme of work lay out the course to be followed and ensure that the activities the themes give rise to develop and progress logically and coherently. The factual content of the themes can be in terms of the curriculum, but this does not mean that the language activities cannot be relevant and progressive. They can. In the early years one can ensure that the speaking and writing are mostly personal and expressive, based on the pupils' interests. In the later years, they will for part of the time be more generalized, analogical and analytical, i.e. more cognitive, though the information and knowledge handled may still be primarily personal, largely based on the pupils' interests, which at this stage may include reading, listening, etc.

The theme, then, can be a centre by means of which the interplay of linguistic activities can be given significance, purpose, momentum and direction. It is a thinking, feeling, imagining, chatting, talking, writing, fact-finding, and note-making, working, reading, over the gamut from the personal to the impersonal, acting and role-playing, social drama, all can be coherently involved.

But what of the charge that some topics are too trivial to bother with? This raises a number of interrelated and interesting questions. An English teacher, if he is actively to involve

'A woodwork teacher can conduct his affairs with his pupils in a more humane, liberal and civilizing way than an English teacher'

his pupils in the learning process, has to begin with where they are. His subject-matter is to escape their life and their world, their interests and their preoccupations.

Yet some of their expressed interests and preoccupations may be trivial and ephemeral. He may feel compelled to use it as his subject-matter, however, because it is at that time relevant to them and so can be the best means of involving them in learning. How, if at all, does he treat this shallow and shifting relevancy? Is there a real dilemma? Not necessarily.

A woodwork teacher can conduct his affairs with his pupils in a more humane, liberal and civilizing way than an English teacher because, working as he does, he will teach certain virtues and values. Trivial and ephemeral topics in English can be handled in the same manner. The teacher can, for instance, choose a topic which is trivial and ephemeral, but which can be handled in a way which is humane, liberal and civilizing. The teacher can, for instance, choose a topic which is trivial and ephemeral, but which can be handled in a way which is humane, liberal and civilizing.

There is one important step that can be taken to ensure that the work a pupil does on his own selected theme is worthwhile. Files for cuttings, pictures and teacher-duplicated sheets on each theme should be built up. Housed in filing cabinets or comparable containers, these files should provide basic information, specific references, local library and books held in the school, or ideas, notes, giving suggestions for developing the various aspects of the theme. These should also be a self-teaching sheet.

Themes selected by a pupil and not contained in the course can easily be accommodated. If a pupil has a theme which is not in the course, he will produce work of such quality that he is clearly more profitably engaged on it, then he would be on a course theme. If a teacher judges that he ought not to miss a course theme, he could be asked to pursue his own theme as an extra, encouraged by being allowed at times to go on with it for homework instead of what's set.

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In the main the same themes, raised first on these in the knowledge they will be as much in demand years as now. For instance, a survey I circulated to 3,000 pupils, asking them to put down three topics to learn about in school, it given produced, not surprisingly, a large number of topics. But 20 or so stood out for by the majority. These were of moment relevance, true, but of little, if any, interest.

A teacher need not fear that he is losing on his pupils' themes chosen on his own. In this way, because they are on matters of fundamental and importance, most pupils are only too ready to involve themselves in them. Such themes, however, or even those which, adding, copying or using them as they do, do not fit, it doesn't matter as long as he is able to use them to serve his purpose.

What's been said about pupils' themes on his own selected theme is not new. It is a package, published in a book, which is good worth-while. It is a package, published in a book, which is good worth-while.

The advantage of a topic chosen by a pupil and not contained in the course can easily be accommodated. If a pupil has a theme which is not in the course, he will produce work of such quality that he is clearly more profitably engaged on it, then he would be on a course theme. If a teacher judges that he ought not to miss a course theme, he could be asked to pursue his own theme as an extra, encouraged by being allowed at times to go on with it for homework instead of what's set.

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Directed by the Genius of Insipidity

James Redmond on theatre in the eighteenth and nineteenth centuries



The Revels History of Drama in English: Volume VI, 1750-1830. By Michael R. Booth, Richard Southern, Frederick Alker, Lisa-Lone Marker and Robertson Davies. General editors: Clifford Leach and J. W. Cook. Methuen, LINDSAY, 0 416 3070 4. Paperback £4.50, £13.80 1.

Volume VI of *The Revels History of Drama in English* is the second in the published of the eight volumes which will cover theatre and drama from the Middle Ages to the present day. The construction of such broad surveys is always deeply problematic, and the two volumes now available show opposite ways in which editors and contributors can be embarrassed by the task they have undertaken. Volume III, which appeared earlier this year, set out to describe the English playhouses, acting companies, and audiences, as well as the plays written between 1576 and 1613: not surprisingly, there was much discomfort about lack of space for an adequate treatment of the work and milieu of Shakespeare and his contemporaries. This volume, intelligently handled, will be useful for the beginning student who wants a broad survey of the golden age of English drama and guidance for further reading. Volume VI suffers from a very different set of disadvantages, and the contributors have to apologise in this case not for treating our greatest masterpieces superficially but for mentioning huge numbers of plays over which no one would enthusiastically spill ink.

The volume is divided into three main sections, the longest being Robertson Davies's survey, "Playwrights and plays". This depressing survey has, of course, already been made at greater length and in even more appalling detail in the third, fourth, and fifth volumes of Allardyce Nicoll's *A History of English Drama*, a work whose shadow will loom over each of the post-Restoration volumes of the *Revels* history. Professor Davies, with neither new material to be found nor new evaluations to be made, has ordered the same plays and the same judgments in a slightly different way. Where Allardyce Nicoll discussed "Tragedy", then "Comedy", then "Miscellaneous Forms", Robertson Davies leads us through the third, fourth, and fifth volumes of Allardyce Nicoll's *A History of English Drama*, a work whose shadow will loom over each of the post-Restoration volumes of the *Revels* history. Professor Davies, with neither new material to be found nor new evaluations to be made, has ordered the same plays and the same judgments in a slightly different way. Where Allardyce Nicoll discussed "Tragedy", then "Comedy", then "Miscellaneous Forms", Robertson Davies leads us through the third, fourth, and fifth volumes of Allardyce Nicoll's *A History of English Drama*, a work whose shadow will loom over each of the post-Restoration volumes of the *Revels* history.

A Regency theatre audience. This Rowlandson print (1809) is taken from Victor Giesstone's "Victorian and Edwardian Theatre. An Archaeological and Social Survey". (Thames and Hudson £5.00, Paperback £2.95.)

with a section devoted to the plays of each 10-year period. Professor Davies immediately establishes his dominant refrain: "The tragedy of this decade [the 1750s]... makes heavy reading"; "the theatrical fare of this decade [the 1760s] seems of little worth"; "we agree now with Fawcett's picture... that the several acts of the drama... are directed by the Genius of Insipidity". "Picturesqueness of milieu could not save the tragedy of this decade [the 1770s]"; "The tragedy of this decade [the 1780s] is interesting chiefly because of the rapidly with which the life leaps out of the Augustan tragic conception and reasserts itself in a kind of play that produces something like tragic effect but is nearer to melodrama"; "the 'nearby thirty' tragedies 'mad' their appearance during the last decade of the century, but there is little about them to call for individual comment".

When we make our weary way into the nineteenth century, the refrain drags itself despondently ahead of us. "The most superficial glance of the period between 1800 and 1880 shows extraordinary achievement in every kind of writing except drama". There is little to distinguish this period [the 1810s] from the previous one, before, and nothing arresting in talent or craftsmanship. "This decade [the 1840s] offers little to detain us, and on account of it is chiefly a record of plays successful in their own time that are interesting to us only as evidence of the vagaries of theatrical taste."

There are many moments when the most amiable reader will be flushed by the sudden glory of Hobbesian exultation: what a deal of stuff there is in the world! and how fortunate that one has not continued to read it! But even the most cheerful reader will frequently pause to commiserate with Allardyce Nicoll and Robertson Davies, the only two men in the world who have exhaustively explored the depths of this unproductive mire. Near the beginning of his section on the Regency, Davies offers a list of plays with their authors and dates and he tells us that these are "not productions to which one can turn with pleasure, nor, having once read them, is one likely to reread them". The Davieses discuss the remaining part of this 50 years, such lists cannot be avoided. They are part of the climate of the theatre, the moonless nights of Covent Garden and Drury Lane.

In face of such unauthorial suffering, the reviewer would wish to complain that some of the specialists' names are misspelled and some of the quotations imperfectly transcribed. But the whole sad story might have been alleviated if more of the dress had been ignored: we are several times referred to Allardyce Nicoll's work, and we could have been spared many of the full-collared of dimes in the same way. And one misses with regret any adequate treatment of the handful of dramatists who are of interest in the period. Edward Moore's *The Gonerel* and John Home's *Douglas* are worth talking about, but although they are especially singled out in their decade they each get just one page of very general comment; later they are referred to as "the two plays which have been considered as some length". Similarly, Coleridge, Wordsworth, Keats, Shelley, Sheridan, Goldsmith, Byron, Bowdler, Robertson, Jerrold, Dickens, Browning, Tennyson, and Gilbert are muddled through with breathless haste because the theatrical successes have little literary merit and the men of literary genius write plays which were not staged or staged without commercial profit.

This volume fits very uncomfortably into a series entitled "The History of Drama in English", because the overpowering interest in this period is in the theatre, the actors, the audiences, and in the changing relationships between various theatrical activities and their literary and social contexts. The editors and contributors have made a brave attempt at a task more thankless than any other volume in the series will present. There are useful chronological tables, a descriptive list of the theatres of the period, handsome illustrations, and a substantial guide for further reading. Michael R. Booth is informative and interesting in his section on the social and literary context; Richard Southern discusses the crucial developments in stages and stage machinery with his accustomed clarity and vigour; in the pages on actors, scenery, and scenery, Frederick Alker and Lisa-Lone Marker forcefully demonstrate that the attraction of the theatre in this period depended almost entirely upon the succession of great actors: Macready, Barry, Pidgeon, Vossler, Bancroft, Terry, Irving; these names still bring flashes of light to pages darkened by those hoards of duncelings dedicated to their goddess's uncaring word.

Pre-Raphaelite paradox

John Russell Taylor

on the life and work of William Morris

Morris, His Life and Work. By Jack Lindsay. Pp. 250. 0 09 460040 6.

It seems such an obvious idea, one that has happened before, that one might be tempted to say that Jack Lindsay too completely into the modern Morris, there is undoubtedly a certain amount of overlap between the two. But the overlap is not the same. The overlap is not the same. The overlap is not the same.

The advantage of a topic chosen by a pupil and not contained in the course can easily be accommodated. If a pupil has a theme which is not in the course, he will produce work of such quality that he is clearly more profitably engaged on it, then he would be on a course theme. If a teacher judges that he ought not to miss a course theme, he could be asked to pursue his own theme as an extra, encouraged by being allowed at times to go on with it for homework instead of what's set.

deed, that there have even been signs of a slight reaction: one or two recent critics have wondered if it has happened before. It might be tempting to say that Jack Lindsay too completely into the modern Morris, there is undoubtedly a certain amount of overlap between the two. But the overlap is not the same. The overlap is not the same. The overlap is not the same.

Equally, there is more than one opinion possible of the books produced to Morris's designs by the Kelmscott Press. It is his last years: not over 100 finds their rather classic, tropic, semi-gothic quality, appealing though enough to, to have pushed their prices sky-high. And it would probably be exaggerating to suggest that the Kelmscott Press is the last years: not over 100 finds their rather classic, tropic, semi-gothic quality, appealing though enough to, to have pushed their prices sky-high.

In this ambitious undertaking he succeeds remarkably well. We get in full detail the strange emotional entanglements of the circle, particularly in the early 1870s, when Rossetti was having his affair with Morris's wife, Jane, while Morris was in love (though without its comic aspects, but clearly not without its light) with Burne-Jones's wife, Georgie, and meanwhile Burne-Jones, amidst of men by all accounts, was having his improbable affair with the temperamental Maria Zambaco. The story is told in a way that is both clear and compelling. Above all, though, his book is compulsively readable. For a scholar, Mr Lindsay is a remarkably gifted journalist (or vice versa), and he marshals his mass of facts into a fast-moving narrative which holds his reader in thrall from page to page throughout the book, not inconsiderable length. An enormous amount of reading and research has gone into the book, but its feeling is worn so lightly as to go unnoticed most of the way. Even the occasional been in the author's honour are becoming and enlightening. Morris will never seem the same stuffy great Victorian again.

them, must have had their effect on his subsequent resistance to oppression and his particular sensitivity to the oppression of children. He also goes into systematic detail about Morris's personal finances, the decline of his private income and the whole monetary aspect of the business in which he later involved himself. He makes particularly good sense of the apparent contradiction between Morris's socialism and the inescapable fact that throughout his career as an artist and a businessman (though not, so he fairly, as a writer) he was primarily, if not exclusively, involved in producing work of the kind which could be available only to a rich elite and could be enjoyed only by the leisured and well-educated. In this context particularly, Mr Lindsay's work on earlier precursors of socialism, such as the accounts of groups involved in the Civil War, gives him an historical perspective which is immensely useful, in that he can see Morris as part of an obscurely and capriciously developing tradition rather than merely as a primitive embodiment of something defined largely in twentieth-century terms.

Equalities and Inequalities in Education

edited by Peter R. Cox
Government Academy
Department, London, England
H. B. Miles
The University, Hull, England
and John Peel
Teeside Polytechnic,
Middlesbrough, England
November/December 1978, x + 144pp., £4.50/\$11.75
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This book records a symposium of the Eugenic Society on the major areas of present discussion and controversy in education at all levels. A major theme of the papers is the comparison of contemporary educational theory and practice with what is known about genetic, psychological and social differences between individuals. In particular, the belief that education can compensate the disadvantaged and underprivileged and diminish social inequality is examined.

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WHO LEGITIMATES IT?

Mike Torbe on approaches to curriculum development

Curriculum Development: A Dialogue. By Keith Thompson and John White. Pinter £3.50 0 273 00366 6. Paperback £2.00 00362 8.

Curriculum development is an academic subject in degree, diploma and certificate courses, involving the same activities as other academic subjects—essays, seminars, reading, examinations, and so on. It can be carried on without setting eyes on pupils, teachers or schools; it is, in fact, better if the neumes and elegance of the theory isn't interfered with and made unpalatable by human beings doing things which won't fit the boxes. It is, in fact, better if the neumes and elegance of the theory isn't interfered with and made unpalatable by human beings doing things which won't fit the boxes. It is, in fact, better if the neumes and elegance of the theory isn't interfered with and made unpalatable by human beings doing things which won't fit the boxes.

Of the three, the academic bears no perceptible relationship to what goes on in schools. The Academic Objectives models, with their neat and satisfying linear diagrams, simply would not cope with the unexpectedness of children and teachers, because they foreclose on possibilities, and try to organize, rather than explore. The Vertical model, with its neat and satisfying linear diagrams, simply would not cope with the unexpectedness of children and teachers, because they foreclose on possibilities, and try to organize, rather than explore.

The third system, the Horizontal, seems the only one, to me, which truly brings about change and growth. The teacher devises new methods and materials which work here and now, and also generalizes into a theory of learning and teaching in our system. Now, it may well be that our system itself wants changing; there are teachers, not all of them 22-year-old Maols, who would say that, by definition, Curriculum Development means accepting the status quo and extending the present into the future, when we really need to dismantle and replace the present system altogether. On the other hand, other teachers, not all of them 55 or over, reject curriculum development with equal reason, as an irrelevance, saying that new, in their experience, means worse, and that the past being rejected has positive things to offer. Both groups share a common enemy: "curriculum development".

But there is one major curriculum problem today which needs a common agreed solution, and seems unlikely to get it. We have

lost the agreed, externally legitimated curriculum of the past, when the mark of an educated man was the possession of a heritage of approved information and attitudes, and although we may be pleased to have gone, what goes in its place? Does each teacher, or department, or school make its own decisions? Or do we have a new externally legitimated curriculum? In which case, who legitimates it? The open conflict between schools and universities, so similar to the Battle of the BEE between colleges and universities, shows that this problem will not be easily solved. And somewhere between total choice and total compulsion lies the future. This is the debate that Thompson and White present, and it is a pity that so crucial a question should be offered in such a form. The book is not cheap, has indifferent type-setting, and is, despite its title, pure philosophy of education. The ideas are offered with a coolness that places the book firmly in the area of theory that remains at a distance from practice, although Thompson's arguments are more engaging in their common sense than White's.

White, fundamentally, White argues that, given that we need a new curriculum, the only satisfactory way of bringing this about is the central imposition of a uniform curriculum. Thompson is in favour of a system in which a pragmatic curriculum is devised by the school itself. The two positions clearly have complex, political implications, and I find myself considerably more sympathetic to Thompson's suggestion that there should be open debate between "teacher and teacher, teacher and parent, teacher and pupil" than to White's demand for central state control. "If the state controls curriculum, it should go on to control much more than curriculum. And why not?"

The debate is always well-managed, never reaching the level of energetic conflict that one might expect from such opposed views. There is an air of self-indulgence about the firm (a series of shrill statements in dialogue) and arguments that sadden me, and I find myself wondering who the author envisaged as his reader. Not teachers, I would guess, who would expect a clearer and more helpful statement of alternative than they get here. Fellow philosophers, perhaps? I suppose those long-suffering slaves, college teachers, and pupils, find this on their reading lists soon.

A friend of mine, head of a comprehensive school, has been very successful in innovation, so I read this book with his particular interest. Two of his comments contradict much of what Thompson and White say, but I think that he, rather than they, offer the future: "Think long, slow and small. Do not bring in an expert."

INTEREST GROUPS

Maurice Peston

Educational Policy-making. By Maurice Peston. Allen and Unwin, 1978. 370pp. £2.25, £1.50, £1.00.

Maurice Peston's book describes the role of a number of interest groups in education and relates this to the actual behaviour and influence in the period 1960-74.

He takes an extremely broad view of what is an interest group. These include for him the local authority associations, teachers' unions, Parliament, various parental groups, research bodies, and the like. In other words, an interest group is almost any body which might influence policy. At the same time, by educational policy making he means largely, but not entirely, in mean terms pursued by the central government via the DES.

He himself brings to bear a wide and detailed knowledge of what might be called the public education history of the period. This is supplemented by a large number of interviews that he undertook with many of the relevant individuals, with an analysis of the parliamentary treatment of education as published in *Hansard*, and with an investigation of the frequently unpublished papers of the interest groups themselves.

The book makes fascinating reading and will certainly be consulted by everybody interested in how policy is made in this area. This is especially true of his discussion of the local authority associations themselves. The National Union of Teachers. It is also of value because it brings out most clearly the problems of analysis and empirical study of government decision making.

My chief criticism arises from doubts about taking such a wide perspective of what is an interest group. Clearly, the NUT are a powerful body within the Secretary of State's chamber, and the TUC, both formally and informally. More recently the TUC have increased their concern for educational matters.

MENTAL DISTURBANCE

Signs of Stress. By J. W. McCulloch and D. A. Prins. Collins £2.50. 00 460208 0.

No Fixed Abode. By Antony Wallich. Collins £1.95. 133 17359 7. Paperback £1.75.

Every man is an island and communalism in the archipelago to which he belongs are in a state of continuous change. These two excellent books deal with some of the major causes of this change, and their prevention, diagnosis and amelioration.

Signs of Stress is not a self-help guide but for amateur psychologists enabling them to put on the correct labels to those who are obviously mentally disturbed. It serves the far more useful purpose

of indicating the signs of breakdown which are likely to be personally and emotionally distressing to the family, friends and the patient himself.

No Fixed Abode is a book which is both a guide and a source of help. It is a book which is both a guide and a source of help. It is a book which is both a guide and a source of help. It is a book which is both a guide and a source of help. It is a book which is both a guide and a source of help.

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RECOGNIZING DIVERSITY

John North

Social Science Studies: One. Edited by Richard Jenkins. Enquiries About Society. By Philip Jenkins. £1.00. 0 582 22131 1. British Government. By Philip Jenkins. £1.20. 22134 X. Production 00 to speak. By Brian Davies and John North. £1.20. 22133 1. The Ministers' List. £1.20. 22133 1. The Ministers' List. £1.20. 22133 1.

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29 Books/Social Studies/Young Reading

OPPORTUNITIES FOR ADVANCEMENT

Margaret Cooper

Allured to Adventure. By Pat Saxton. 0 85225 758 9. Career. Along By Catherine. 0 85225 757 0. My Life and My Work Series. Educational Explorers £2.40 each.

In Allured to Adventure Pat Saxton has clearly turned his brief on to his, determined to present young people with the whole pattern of insurance rather than the single thread which is his own career. As Assistant Secretary of the CII, with a particular responsibility for making known the opportunities which exist in insurance, he has been able to produce a comprehensive and, despite its title, realistic career book into which he has woven relevant bits of his own and colleagues' experience.

It is a great pity, then, that most young people will find the going too dry. Perhaps insurance is particularly difficult to describe and only the liveliest and most inventive brain of writing can lift it off the page. But at times there is too much administrative detail, explanations are often too compressed and readers are credited throughout with an understanding of the business world they most probably do not possess. One is left knowing more about the general setting of the industry but little about what young people actually do in an average day or week.

In contrast Career Along is much more readable but not so com-

prehensive or up to date. Miss Aven is perhaps the most mythical practitioner in the career field as her 25 years in London demonstrate—three months as a basic CO (in the unique West End office), four terms in charge of the Bohemian area and then appointed to set up a specialist careers advisory service for the more academically able; and in 1968 she became the first—and still the only—L.A. Inspector of guidance.

Few people have been as influential in establishing the importance of careers work. The Careers Service, well stocked with hardworking men and women effective in their own localities, has notably lacked national publicity like Miss Aven, who has undertaken much needed PR work on committees, through the media and so on. Some will reject her rather administrative interpretation of work with able students; others will take issue with some attitudes and methods; and there may be general surprise at the comparatively few accounts of individuals she has helped. More important, the book is not the answer for those thinking of becoming careers officers. There is not enough about the daily work of the basic office for that, very little on current issues and next to nothing on training. It's a book for those already in the field; many will make a point of reading about the development of one rather remarkable career.

YOUNG READING

SEEING BOTH SIDES

Geoff Fox

Terry on the Fence. By Bernard Ashley. Oxford University Press. £3.25. 0 19 27377 9.

School stories have come a long way since Darrell, Sally and Gwendoline got into such awful scrapes at Malory Towers. Bernard Ashley's Fox Hill Primary, though a town school itself, is set within the shabby block of London Dockland: highrise blocks, weary streets scheduled for demolition, but with some modest private housing in the immediate district. His characters may be poor, but they are not the flick-knife and the juvenile court are familiar to them.

Terry Hermer is 11. A row in his normally secure family prompts him to grab his duffel bag and make for the local common. Sheltering in the bandstand from a violent storm he is trapped by four boys from the neighbouring "sink school" with their leader, 15-year-old Les. At this point, Terry is forced to help them break into his own school, Fox Hill. Although, disturbed by the caretaker, the boys escape with two transistors. Terry is identified, cross-examined by the head, and obliged either to return the radios or to implicate Les. In an attempt to regain one of the radios, already passed to a fence, his complicity with Les allows Terry to discover the victim within the bully; ending both the loneliness and the cruelty, he remains uncertain of his responsibility.

Steadily outlined, the plot reads like the scenario of a book designed for reluctant readers. Mr Ashley has written a far more ambitious novel than this, however. A Top Gunner would—rightly, with his specific audience in mind—have drawn down the "concealment" of characterization which distinguishes this book. Not only are the children subtly and convincingly embodied in their own and which will make it rather an excellent story to share with a class, or accessible to more eager readers. In its language, the book may appeal to children rather older than its central character. The problem is, as any teacher knows, that many readers still like their manageable stereotypes of children and schools confirmed, no matter how false they are. So that, if it's not Basil Street, unfortunately, it's a heck to the loaves in the dog up at the towers.

Les's mother is vicious towards her son, yet he defends her, needing to believe in her affection. The headmaster would be come were he not familiar; self-satisfied in the Choville Barlow role ("Still the man kept shouting, giving him no chance, bullying; like a Los with a knife-edged voice").

Mr Ashley is himself a London primary head. His ear for dialogue is accurate, and he avoids the condescension which afflicts too many stories of city children. The gang may swear, spit at their prisoner, call him a "pog", indulge in schoolboy crudities, and there may be dog dirt from the roode which gets trodden into mops and causes row: but we do not feel, for once, that an author is either shouting his liberation or winking at the kids to show he really knows what it is like down there on the streets.

This neighbourhood is neither romanticized nor over-blown. The avoidance of cliché is perhaps best seen in the surprising description of Les's home; far from being conventionally equalled, the lounge has been decorated by Les's mother with grotesque, expensive lack of taste, but with pathetic care.

The tension of the plot (the break-in, the threat from boy to boy in interview with the shifting relationship between Terry and Les. Ironically, it may well be the space Mr Ashley gives to probing the relationships between characters which might limit the numbers of children who will enjoy reading this book on their own, and which will make it rather an excellent story to share with a class, or accessible to more eager readers. In its language, the book may appeal to children rather older than its central character. The problem is, as any teacher knows, that many readers still like their manageable stereotypes of children and schools confirmed, no matter how false they are. So that, if it's not Basil Street, unfortunately, it's a heck to the loaves in the dog up at the towers.

30 Books/Education/Commerce

MAKING THE BEST OF IT

Norman Evans

The School Library Resource Centre. By Margaret Allen. Crowsley Lockwood Staples £6.00. 0 258 969334. *Directory of Information Sources and Advisory Services in Educational Technology.* Edited by Olivia Fairfax. Council for Educational Technology £2.20 (from Councils and Education Press, 10 Queen Anna Street, London W1M 9LD) 0 902204 46 7. *The Use of Resources.* By John Hanson. Allen and Unwin £3.25 0 04 371027 1 Paperback £1.50 0 04 371028 X. *Resources and Resources Centres.* Edited by Jack Walton and John Rick. Ward Lock Educational £3.25 0 7062 3402 Z.

Everyone talks about resources now, usually the lack of them. Not so long ago there was a danger that for schools resources would become the latest panacea curing all ills. In what we must see now as the plush placed years before the James Report there was expansive talk of the production and reproduction of a wide range of teaching materials to enable teachers in schools to help their pupils learn more effectively on the cheerful assumption that money was available to buy reasonable amounts of equipment and materials. Courses were launched. Teachers were seconded. A bonfire of assumptions was turned to gloom. Now the question of resources is perhaps even more important. Since there is less money to go round, if resources offer any significant contribution to teaching then we need to know all about it.

These four books attempt to offer answers at lots of different levels. Taken together they would enable any interested group of teachers in school to set up a resources centre, decide whether resources were a best buy for educational expenditure or another matter. Certainly they would find Margaret Allen's *School Library Resource Centre* a good, if expensive handbook on how to develop a resources centre from the

library a school ought to have. She lays down firmly that the library is an information service, it is not a reprographic or audio-visual or techniques of teaching service. And that is a valuable reminder to teachers if they keep it clearly in mind. It makes for subsequent clarity. Everything the librarian needs to know about receiving, organising and giving access to the enhanced stock in his information service is there. So are a few trenchant questions fired at general salve at all teachers who might be thinking about resources. "If four classes are watching a film, what are the teachers doing... giving help... assessing work... planning work?" In other words Margaret Allen poses a significant question about the curriculum; she does not ask about resources.

The *Directory of Information Sources and Advisory Services in Educational Technology*, edited by Olivia Fairfax, would be very valuable to our group of teachers. It tells them what is available and where. But if the group of teachers begin to think seriously about how the resources centre is going to help them improve their teaching they need further guidance. John Hanson's book *The Use of Resources in the Teaching Today* series of Unwin Education Books will give them some insight into the use of the book which is concerned with practical problems and resources areas and services. Similarly, they will get considerable help from *Resources and Resources Centres* edited by Jack Walton and John Rick (which better value than the Unwin volume because it is a report of a three-year project funded by a Gulbenkian grant to pilot an area resources centre in South-west England. How schools, teachers' centres and area centres all fit into the picture of resources is usefully plotted. There are reports from a primary and a secondary school about how the service developed as the area centre was established. But our group of teachers might be looking for more—for investigation of curriculum questions which will help them really require a resources centre.

Have both these books disappointed? John Hanson has a chapter of "Criteria for selecting and developing resources" in what he designates as a six-fold hierarchy—motivation, information, search, problem solving, concept formation and presentation. This is based on "an important distinction I want to make between the mode of enquiry and the mode of experience which he explores briefly. But since this is a rather better chapter, "The Present Situation", which I assume is intended to launch the book into the theme of resources but does not quite succeed, many will be sceptical. However, *Resources and Resources Centres* shares the unevenness which offends many symposia where many different hand, hearts and minds are at work. R. F. Farnham's chapter, "The Role of the Educational Designer", is a lively plea and like the Unwin's Margaret Allen, he puts the curriculum question firmly on the teacher's desk where it belongs.

In "Teachers' perception of their needs for resources", R. W. Witt King offers an analysis which may be appropriate for the subject of the book. He is concerned with the book implies but he reaches for an objective assessment of the use teachers make of resources which I doubt would prove reliable. M. Holloway cites the arrival of the word resources in the education vocabulary as evidence of a general shift of thinking about education provision and uses it as a peg for his thesis that the education system needs overhauling and, in particular, that the use of time whether the length of a school lesson, the use of educational premises over 22 weeks in the year, a man's life for education purposes, is about the most important consideration of resources that could be made. All of it has some interest, some less compelling interest. If our group of teachers will find this book useful, it is not because if they do not read their text they could easily fall into the trap of mistaking a resources centre for an educational programme rather than an aid towards constructing one.

SPEEDWORK

Typewell Typewriting Course: 1. Keyboard Master. £1.45. 0 7131 1539 3. 2. *Speed Development.* £1.95. 1840 7. By S. T. Sturvell, J. Shaw and M. K. Swift. Edward Arnold.

These first two books of the Typewell Course give thorough coverage for keyboard instruction and ample speed development practice for all stages.

Book One introduces the home keys first, and the remainder, including the figures, by the vertical method, following the "straight" fingering plan (with the left hand). Usually only two new keys are brought in at one time, and plenty of practice material is given at each stage. This is divided into four groups: basic exercises, additional exercises (for faster students or revision), manuscript exercises and speed sentences. It is good to see manuscript exercises given a place from the beginning of a typing course, though it might have been even better to have several different styles of handwriting included. The shift key is introduced after the second finger (though the introduction says it is after the third) and this adds variety of an early stage and causes names, dots, and the like, to be included in good consolidation practice throughout the keyboard learning.

The pages are well displayed and attractive in appearance, and the material used is sensible, interesting and informative.

Book Two contains a wide variety of drills, followed by a wealth of material for speed and accuracy tests. There should be sufficient copy to last throughout any typing course. These books have strong stiff covers and can be stood upright by threading a Treasury tag through the eyelet holes in the front and back covers. The return of this format is welcome. The return of this format is welcome. The return of this format is welcome.

HANDBOOK OF MAPPING, COLLECTING, CLASSIFYING, IDENTIFYING

Commerce Through the Environment. By M. Leafe, Cassell, £2.50. 0 556 1111 1.

This paperback of 50 pages, written by a large number of authors on commerce and education, is a valuable work, the author of which, M. Leafe, is a number of day-to-day topics, each in this book covered by the representative article taken from an issue of the journal. "Insurance" from page 247 5438 8. "Starting from Home" from page 247 5438 8. "Starting from Home" from page 247 5438 8. "Starting from Home" from page 247 5438 8.

The Schools Council environmental studies project (5-13), a model of curriculum planning, a general, long-term aim is to develop the child's understanding of the environment. The project is designed to be used by teachers and pupils in schools, and is intended to be used by teachers and pupils in schools, and is intended to be used by teachers and pupils in schools.

One thing puzzles me. Is the long-term aim of the project, to develop the child's understanding of the environment, or is it to develop the child's understanding of the environment? The project is designed to be used by teachers and pupils in schools, and is intended to be used by teachers and pupils in schools.

MAPPING, COLLECTING, CLASSIFYING, IDENTIFYING

Michael Naish on the Schools Council Environmental Studies Project

16mm colour film, *Environmental Studies for Ages 5-13*, the project team has emphasised its view of environmental studies not as a "subject", containing a particular body of information, but as an "approach" to learning through activities.

The physical and social environment is used as a stimulus and resource for work at various levels in the five to 13 age group. In the early school years, it provides stimulus for the development of the basic skills of language and mathematics. In later primary and early secondary years the environment presents the practical situation through which study skills and social skills may be progressively developed. In secondary years it offers local examples for specialist or integrated subjects.

Much of the published work of the project is concerned with the use of study skills, which are seen as playing a vital part in the development of the child's understanding of the environment. The project is designed to be used by teachers and pupils in schools, and is intended to be used by teachers and pupils in schools.

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16mm colour film, *Environmental Studies for Ages 5-13*, the project team has emphasised its view of environmental studies not as a "subject", containing a particular body of information, but as an "approach" to learning through activities.

The physical and social environment is used as a stimulus and resource for work at various levels in the five to 13 age group. In the early school years, it provides stimulus for the development of the basic skills of language and mathematics. In later primary and early secondary years the environment presents the practical situation through which study skills and social skills may be progressively developed. In secondary years it offers local examples for specialist or integrated subjects.

Much of the published work of the project is concerned with the use of study skills, which are seen as playing a vital part in the development of the child's understanding of the environment. The project is designed to be used by teachers and pupils in schools, and is intended to be used by teachers and pupils in schools.

TEXTS AND TESTS FOR TYPISTS

M. F. Underhill

Audio Typing: A Progressing Course. By Edith Whitcher. Pitman. Teacher's book £3.75. 0 273 00428 X. Students book £2.30. 0 0427 1.

This course comprises a student's and a teacher's book. The latter is far superior to other audio typing courses which have been published, as the instructions to both student and teacher are very explicit, the examples given in the student's manual are well displayed, and the work is carefully graded.

The teacher's book contains words for word all material to be dictated, and, as the author was the Chief Examiner in Audio-typing for the RSA, the dictation follows the pattern set by this examining body. Thus students preparing for RSA examinations become accustomed to this style from the very first unit, which is a great advantage.

The student's book gives examples (which are for checking purposes) of nearly all material dictated, using display for letters. If the student is persuaded to use the course correctly, a tremendous amount of marking is avoided by the teacher.

There are two Audio-typing Steps: I (Clerical) and II (Secretarial). Each is a book, one for practice, with the key in the course book, and one as a test, with suggested worked examples in the teacher's book. Later there are two Stage II papers from the same examinations: again one for practice and one as a test. The same procedure is then followed using stage subject Stage II examinations. There is much more varied material, including guidance on composing letters from notes.

My one small criticism is that the

ning of some units (so that students can familiarise themselves with the teacher's recorded voice) seems to be unnecessarily long and may be considered rather boring to the listener, who is naturally impatient to proceed with the typing.

However, this is without doubt, a complete, audio-typing course, with ample practice material.

What Goes on in Secretarial Work. By Diane Todd. Woodhead-Faulkner in association with IBM. 90p. 0 85941 016 1.

This little book, of 44 pages, is good value. It contains letters and case histories, mostly brief, but with a few of considerable length, which comprehensively test medical secretarial students in their knowledge of specialized shorthand outlines, with all places counted in the shorthand at any speed.

The subjects covered are fairly wide, and include a synecdochical, day-to-day and occasional, qualifications like excellent shorthand and typewriting. How many modern misuses would look kindly on a boss who had just ruined a glorious romance! As for "taking dictation in the passenger seat of a car, travelling at 70 mph", I ask myself how many secretaries could ever would need to perform this feat.

At rather more important requirements that all would be secretaries should note, however, is the ability to smile, smilingly, an obvious point, but surprisingly often overlooked by aspiring office workers and often by career teachers in schools.

London only to be bitterly disappointed with living conditions. The author was, in 1971, Britain's top secretary, and her view of secretarial work reflects her own excellent standards. Maybe it is idealistic, but perhaps the book will stimulate some girls of high intelligence to realize that secretarial work can be exceedingly challenging and interesting.

Medical Shorthand Dictation Passages. By Irene Burgess. Cassell. 90p. 0 304 29520 5.

This little book, of 44 pages, is good value. It contains letters and case histories, mostly brief, but with a few of considerable length, which comprehensively test medical secretarial students in their knowledge of specialized shorthand outlines, with all places counted in the shorthand at any speed.

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CONFLICTING EMOTIONS

Lesley Luckin

Emma and the Measles. 0 340 19173 2. *Emma Goes to the Dentist.* 1919 72 4. By Gwladys Wolke. Brockhampton 60p each.

How valid is the increasingly common technique of presenting everyday events—a visit to the doctor, hairdresser, supermarket—via the experiences of a fictionalized child hero or heroine? Everything, of course, depends on the originality and verve of the characterization and it is good to be able to report that in these two books by Gwladys Wolke Emma's questioning and resilient attitude to life rings true.

Emma and the Measles shows her trying to come to terms with a set of conflicting emotions when her young brother falls ill. She loves him but is sorry for him but, inevitably, feels thoroughly excluded by all the attention lavished on him by her anxious parents. A combative showdown sets off a familiar chain reaction of blame followed by a grand reconciliation. Only the exceptional family will have escaped this kind of trauma in a tenuous and misleadingly interpreted with originality and brio.

Emma Goes to the Dentist is a very fair account of what happens in a dental surgery. Nowadays, however, more attention is paid to prevention and persuading people of all ages to look after their own teeth. This is a dimension which might usefully have been incorporated into the story.

This is a series which is written from a young person's viewpoint and it manages to make good use of the language that children actually speak. Thankfully, neither the plot nor the reader is porton-

John and Julia Go to the Shop. 0 340 19173 3. *John and Julia Go to the Dentist.* 1919 72 5. By Gwladys Wolke. Brockhampton 60p each.

There is a plethora of books of this kind: neat, cheerful, and easy to read. The writers of this series are to be commended for their middle-class everydayness.

John and Julia are a cheerful, apparently well-adjusted, middle-class couple. They are a good example of the kind of middle-class couple that is so common in the world of children's books.

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STRETCHING THEIR TALENTS

Jane Headley

Developing Drama. Book & Cassette. By Ronald James Thomas Nelson. Book £4.95 plus VAT. Cassette £3.95 plus VAT. 0 17 413339 3.

There was a time when I inflicted on my infinitely superior ideas of drama and confident children. I saw I was with them in their reluctance to create not to fulfil an unexpected even a small part of their imagination.

At this point, it is the children's turn to contribute their own ideas. No solutions to the problems or endings to the stories are posed. The children are left to discuss among themselves, and with their teacher, how they feel the story should end. Once an ending or even endings have been agreed, the whole story can be acted out, possibly with the addition of simple costumes, sound effects and music.

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For catalogue and information write to: The Director, Help the Aged Education Department, 8-10 Denham Street, LONDON W1A 2AP. TEL: 01-359 6316.

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Series Editors: D. TINBERGEN and P. THORNBURN

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Books 1 and 2 Publication December.

Book 3 Probable publication early 1976.

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Preparing the seedcorn

David Bennett describes SCISP—the Schools Council Integrated Science Project

The brief given to the organizers and authors of the Schools Council Integrated Science Project in 1969 was to produce a scheme suitable for the top 20 per cent of the ability range which, of course, includes almost all the future science teachers. It was to be an integrated science scheme—the first for this group—and it was to lead to a special GCE examination with a double certification.

Pupils successfully following it were to be able to progress to work at Advanced level in any science subject. It was to be designed to occupy one-fifth of the school timetable in the three years leading up to O level. Since the three separate sciences had traditionally occupied about one tenth each, the result would be to free one tenth for the introduction of an additional non-science subject—giving an opportunity to broaden the curriculum. Finally the scheme was as far as possible, to draw on the teaching methods, materials and equipment developed by the earlier Nuffield projects.

As it exists at present SCISP fits this blueprint but it has become much more than a limited scheme for a limited group of pupils. It has developed a number of features which are all its own and which make it a unique integrated science curriculum guide. It provides a philosophy and strategy for the do-it-yourself design of programmes for everybody in the secondary school; and in the sample scheme, called 'Patterns', it provides an illustration of one way of doing it for the more able pupils. Some of its advanced features are outlined below.

The list of aims reveals four radical intentions. First, the intention to help the pupils to develop intellectual skills which will be particularly useful if their careers are science based. Second, to give priority to this over the teaching of facts. Third, to be concerned with the development and changing of pupils' attitudes to science, to society, and to their own education. Fourth, to encourage the pupils to examine with a critical and sceptical

eye both their own work and that of scientists and technologists in general.

SCISP is the first curriculum development to be based on an explicit model of the learning process. The model is derived from the work of the American educational psychologist R. M. Gagné. According to Gagné's theory the process by which we all learn is hierarchical and begins with the storing of bits of information. Passively or actively these bits are processed into distinct groups. The formation of a concept involves the recognition that the bits of information have something in common. Once formed and labelled with their names our concepts are linked together into complex arrays which we might call patterns. We use our stocks of patterns again and again to solve the problems we are faced with, modifying and extending them each time. Problem-solving represents the top of the Gagné hierarchy—the most sophisticated stage in the learning process.

The learning model is used in two ways in SCISP. It is used to design the programme of work by first choosing the patterns (or generalizations) which the pupils should understand; then deciding on the concepts necessary to build these patterns; and finally choosing activities and experiences which provide the information from which the concepts are built.

It is also used by the pupils. They recognize pattern-finding as the common feature of most of their work and problem-solving as its major motive. The areas in which they search for patterns range freely through the traditional science disciplines to earth science and social sciences.

Project model and patterns inventory

The written material of the scheme is organized into these interacting groups each representing one of the large scale organizing ideas used by all scientists. The three are building blocks (including the idea of a 'system'), energy, and interaction. Within this framework, 56 key patterns are listed. The inventory of key patterns is put together with their component concepts in the nearest equivalent to a syllabus in the scheme.

Assessment

Unlike earlier schemes, SCISP has built-in assessment rather than assessment added as an after-

thought. The GCE includes a teacher's assessment of regular areas of internal assessment with the pupils' own judgments, and to their credit with their creating.

The SCISP GCE is proved to be acceptable on single O-level entry following national entry for National Academic and Cultural, Air Force, Army, Navy, Civil Service Council, Society of Civil Engineers.

Its acceptability for entry to OND and Agricultural Studies and Public Health Engineering (double entry Technology, Physics, Technology (only one subject), Textiles, Conference on Science (SCUE) that passes in two should be treated as other natural science.

Area System

At present about 150 schools are using these schools are using 15 area coordinators regular meetings to meet as a group in a coordinator twice a week. The areas take place on a range of subjects to question writing. They have a list on unfamiliar subjects such as biology. The areas take place on a range of subjects to question writing. They have a list on unfamiliar subjects such as biology.

Books and Sample

The Teacher's Guide to the design of programmes. One is a sample programme presented in the pupils' books, and another is a sample programme presented in the pupils' books.

Where are the women?

Geoff Holister comments on their noticeable absence from OU technology courses

At its inception the Open University was probably the subject of more self-indulgent academic fantasizing than any other institution before or since. To the trendy left it was a Harold-sent opportunity to present the remarkable destinies of the pupils who so evidently would have been deprived of their birthright by an uncaring capitalist society.

Readers of the right wing press, on the other hand, wrote worried letters to the editor asking what society was going to do with all these 'people' when they emerged, like graduate lemmings,

from the OU production line. Academics smiled knowingly and muttered 'more means worse' and other phrases heavy with menace.

I had arrived in post, in the spring of 1969, some time after the other deans, and discovered that the OU was well under way for foundation courses in the arts, social sciences, maths and science it was assumed that technologists, those high-class thinkers of the twentieth century, would have no need of a foundation course of their own. After impetuous pleas it was agreed that we could have our foundation course, but that it would have to start a year later than the rest.

We all felt (the few of us in post at that time) that we had something important to say about technology and its effect on our lives, and that it was particularly important to say this message across to those students who had no intention of specializing in science or technology. After all, one usually finds that all the really important technological developments of this world are taken by people whose knowledge in matters technological is to put it mildly, non-existent.

What is more, there is a peculiar attitude prevalent in Britain that, while it is expedient to keep quiet about one's ignorance in the arts or social sciences, one can actually obtain a sort of prestige by flaunting one's deficiencies in logic division. Indeed, in some circles, innumeracy can be worn with all the pride of a duelling scar at pre-war Heidelberg.



... a Harold-sent opportunity

High on our list of priorities was the foundation course. A strong emphasis on the problems of women students was a way to give an endangered species a better chance of survival by enlisting an army of well-meaning men and properly armed with the right kind of support.

Liberalized our women students but only to the extent that they were free to choose their own subjects. The arts and sciences were not a traditional pro-

To no avail we were descriptions of our own study guide, saying they were not a traditional pro-

Changing objectives

Teaching mixed ability groups. C. George, who teaches chemistry at a Yorkshire school, finds that innovation, like imminent hanging, concentrates the mind wonderfully

Necessarily, every class of more than one pupil is a mixed ability class; all teachers, therefore, develop techniques for dealing with a range of abilities (and aptitudes and interests) within one class. However, deliberately arranging for classes to contain pupils of widely varying ability—as in a non-streamed school—seems to be an emotive decision.

Science teachers, who are almost always skilled in arranging for their pupils to work in pairs or small groups, should certainly be able to adapt their methods to completely non-streamed classes more easily than teachers of many other subjects. They should also be more aware than most teachers of the statistical errors inherent in even the most reliable testing, and the consequent injustices which are bound to arise when assigning pupils to streams or sets.

However, imperfect streaming may be, it does not necessarily follow that non-streaming is preferable; indeed, some of the techniques advocated for non-streamed classes might be even more effective with streamed groups.

It may be the philosophy of non-streaming rather than its practicalities which is the main problem. The increasing emphasis being given to the non-academic functions of schooling disturbs many teachers. Instead of being allowed to teach their subjects to the best of their ability, providing for all pupils those materials and approaches they judge to be most suitable, they are required to put a great effort into changing their well tried techniques, so that the internal structure of the school can be changed in pursuit of what may seem to be vague sociological ideals. In the new situation, the teacher is likely to find that restricted, subject-based didacticism is of declining importance.

Thus the trend towards non-streaming evident in many parts of the country may reflect a change to the function which society expects its schools to fulfil; alternatively, as a possible means of

dealing with discipline problems and 'sink' forms, it could be the last desperate attempt to survive by a type of institution now in its death throes. Whatever the causes of the change, the innovation concentrates teachers' minds on objectives and methods.

The objectives of science teaching have been changing in recent years quite independently of changes in class organization; this development can be followed through the many science curriculum projects which have been published. The trend has been away from the acquisition of a body of knowledge, and towards more subtle aims—developing scientific ways of thinking and observing, and promoting an awareness of the applications and consequences of science.

A declining requirement for factual knowledge might seem to be to the advantage of the teacher of a non-streamed class; but the development of thinking processes is certainly no easy option, and the level at which this can be done will vary greatly from one pupil to another within such a class. Providing equal opportunities for pupils does not imply that they have equal needs.

Changing objectives have been accompanied by changing methods, and developing ideas about methodology in science have been reflected by changes in the teachers' role in schools. Teacher-based systems of instruction are giving way to resource-based systems of learning, although the teacher always remains one of the available resources.

Teachers tend themselves more readily to successful work with non-streamed classes, because they more easily allow some degree of efficient individual and small group working. Preparation of resources, however, takes a great deal of time, and many teachers are concerned about whether they can plan and prepare sufficiently, while maintaining their professional standards of record keeping and correcting pupils' work. Increased competition among the schools, which has been reflected in the often mentioned as an unexpected bonus arising from the change to non-streamed classes, and between schools, can help to reduce this problem.

Increased use of resource-based systems makes increased demands on the teacher. A small number of poor readers can be carried by a

corrective colouration ('any something read about Skinner and Eysenck—quote McLuhan') and merged; I never saw him again.

Now that the summer school period is over I hope in vain for those hundreds of female T100 students whom I know now will never appear. Still, as T100 comes to the end of its working life, to be replaced in a few years by T101, I wonder: whether next time we can pull it off. But I fear that once more we shall be fooled by our homely, homely image. I wonder if a whole course team could write under a pseudonym?

One thing you can be absolutely sure of—when T101 finally hits the presses it will not have the word Technology in its title!

G. S. Holister is Professor of Engineering Science at the Open University, and was the first Dean of Technology.



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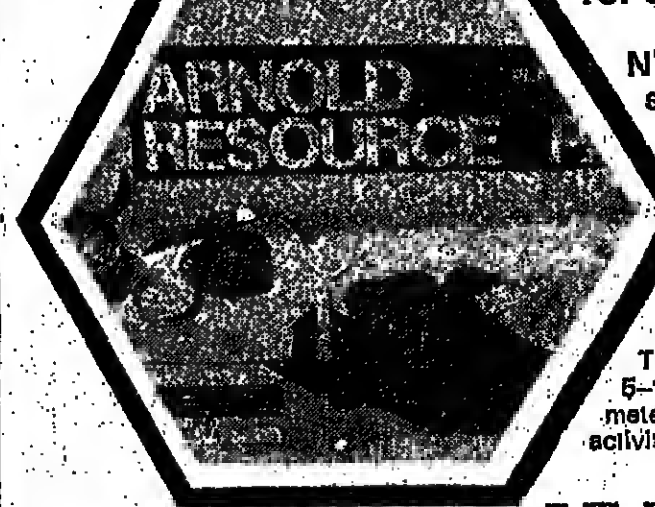
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An introduction to applied science

Dr. G. C. Sneed explains the purpose of "School science and everyday life", a travelling exhibition financed by the Department of Industry on behalf of PETT (Project: Engineers and Technologists for Tomorrow). It consists of 12 models showing how physical principles taught in school are used to solve technological problems in the world outside

It is not unusual for boys and girls in secondary schools to ask questions such as "Why must I be taught this?" and "How does this help me?" Such questions are sometimes difficult for a teacher to answer as young people generally require to be convinced within a few minutes.

The growing tendency for manufacturers to produce smaller, more and more sophisticated devices makes it harder even for the most observant and intelligent to see how science of the kind taught in school is applied to solve some of the technical problems encountered in normal lives and everyday surroundings.

Examples of applied sciences, such as great airliners or oil rigs, that reach the television screens and popular press are so complex that it is impossible for young people to link, unaided, any scientific principle taught in school with the hardware shown. It may well appear to them that there are two kinds of science, school syllabus science and some other "useful" science that engineers learn somewhere and apply to build the machines that provide our energy, comfort, travel and the labour saving devices that fill the shops.

In 1968 Prince Philip's Action Committee on Applied Science was instrumental in setting up the School Technology Programme, within the University of Surrey, financed by a three year grant from Shell Petroleum Ltd. The author, who was invited to become the director of this research unit, was asked to devise an approach and supporting material that would help science teachers—without any special facilities—to introduce their pupils to applied science so as to begin to eliminate the problem outlined above.

The approach developed involved linking the principles taught in school syllabus physics at O and A level, with genuine industrial or medical problems, and their solutions. Great care was expected to find interesting problems/solutions that could be comprehended and which had been solved largely by the application of a single principle.

In this way a teacher could present a topic in the conventional manner and then show, with words and pictures, its value outside the classroom; or the other way round. This approach need not occupy more than 10 minutes of a science lesson, but continued over a term or so enables the students to acquire a basic understanding of the applied aspect of science.

In addition to printed material, giving many detailed examples of the linkages, the School Technology

Programme designed and built a number of working models, that showed how a single physical principle was solving an industrial problem. Wherever possible the models incorporated genuine components. In response to a recent request from the Department of Industry 12 of these models have been selected, improved by the author, and rebuilt for press edition operation. All the construction work was carried out in the Electrical Engineering Department of Imperial College, London. These 12 models together with individual display stands, lighting, and appropriate artwork form the new travelling exhibition "School Science and Everyday Life".

Visitors to the exhibition can, for example, see how electrical energy from a heart pacemaker power supply, mounted outside the body, is conveyed to a heart without the need for a wire passing through the skin (Fig 1). It is easy to appreciate that a wire sticking out of the body would be uncomfortable and easily broken, and so young visitors gradually comprehend the value of applied science and the ingenuity of the people involved.

Teachers will find that exhibits of this kind can be used either to interest boys and girls of 11 or 12, or to demonstrate to older students an application of a specific principle; in the case of the heart pacemaker it is mutual induction. Other models in the exhibition show how the level of a liquid such as liquid oxygen can be detected by rays of light instead of a float, how a premature baby automatically warns nurses when it stops breathing for a few seconds, and how the accuracy of a musical note can be checked by the exact number of vibrations.

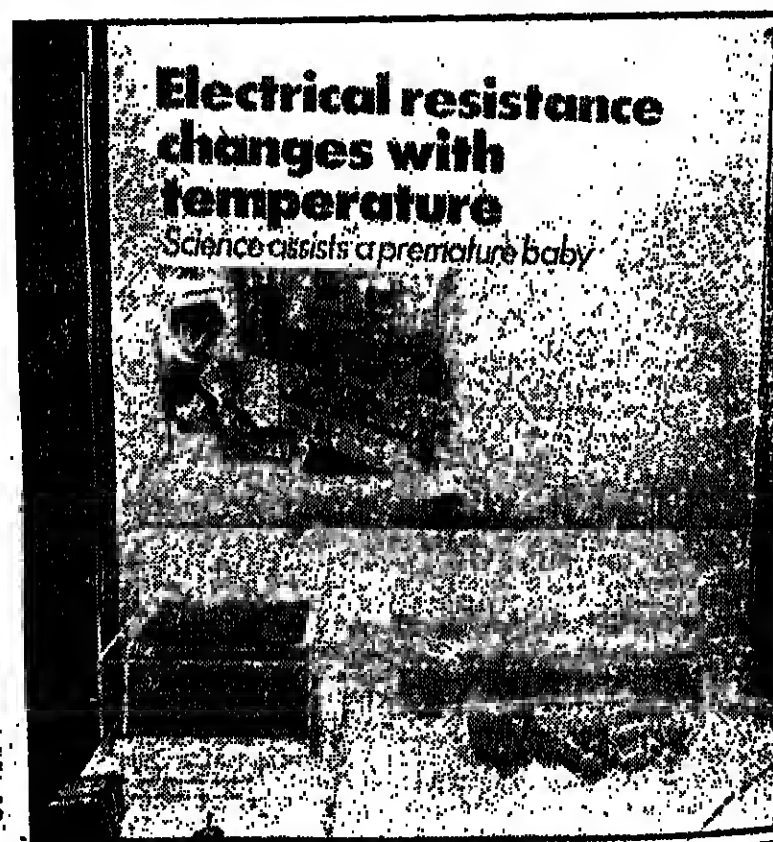
Two models dealing with measuring the RPM of a motor and a fluidic lung ventilator respectively, are provided with recorded descriptions to give their attention to slightly longer explanations (30 seconds) if they are spoken rather than printed.

At present the exhibition is made available through the SATRO's and arrives at the nominated site, on DOE transport, in wooden crates. A trolley is supplied to help move the crates to the display area. Full instructions for assembling and dismantling are provided in advance and experience has shown that the assembly of the stands can be completed by two men within two or three hours.

Prospective borrowers should contact their local SATRO's or in the case of difficulty, The Secretary of PETT, Department of Industry, Abell House (Room 114), John Islip Street, London, SW1.



Fig 1. How electrical energy is conveyed to the heart from a heart pacemaker power supply. Fig. 2, below, shows an automatic warning system that warns nurses if a baby stops breathing for a few seconds.



Studying science by touch and ear

An Edinburgh course for the blind and partially sighted. By Lynne Gladstone-Millar

Education through science, rather than education in science, this is how science teacher Colin Weatherley describes the work he is doing at the Royal Blind School, Edinburgh, where he is developing a course suitable for the pupils at the school.

"Science is almost subordinate to the main aims of the course", he says. "It is a means to an end. I feel that all our time is so dogmatically by science, and particularly technology, that we are at the very most, teaching the kids how to understand themselves and their involvement."

On this basis, he selects the material for the course. "In a lot of the courses in modern science, the emphasis is on the use of the senses for learning science. Our course is not; it is science for the general citizen."

Colin Weatherley, an Oxford graduate, came to this particular job in a roundabout way. In formal terms, he is an education research fellow, attached to the school, and he has now done two years of the three years of the attachment. He first came on secondment from the Scottish Schools Science Equipment Research Centre in Edinburgh, after a plea for help from the examination board. "They had problems with

some of the totally blind children taking the O grades in biology and anatomy, physiology and health."

The first thing Mr Weatherley did was to have made polyethylene raised plastic diagrams for the children to work with. He also started to adapt part of the biology syllabus so that the blind children could cover it. When he was actually working with the children, however, he realised that these O level pupils were at a disadvantage in the school. There might be at the very most, six pupils in the senior school who would be unable to understand this O level—less than 10 per cent. It seemed a bit ridiculous to be spending one's full-time efforts on a course for a very small minority of the school.

Convinced that this was not a valid way of using his time, Mr Weatherley started to devise a course from scratch for the majority group of children; some of whom are totally blind, some partially blind and some with multiple handicaps. "It is a course using science, rather than a course in science."

In the first year, it was really a matter of type—free activities. There was no attempt to build up any theoretical concepts. He felt that the children had been used to a

handicapped one. He deliberately set about encouraging exploration.

"Our talk was temporarily halted by the arrival of a class of the lab door. Confidently the children fetched their equipment, their Braille machines, tape recorders, and box files with their names in broil on the spine."

Sylvia and Gail were working on projects on the heart and they began to listen to tapes on heart diseases, their causes, and so on. David, virtually totally blind, had made a graph on smoking habits in this country, using a peg board, and elastic bands for the lines. He had, he told me, approached the

Continued on opposite page

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Schools technology centre

Its uses and aims. By G. B. Harrison, director

The National Centre for School Technology was established in 1972 by Trent Polytechnic, Nottingham. This was done in response to feelings from the Schools Council, its project technology team and conference committee, that a new national Standing Conference on Schools' Science and Technology and from its associated body, the School Technology Forum.

All the bodies recognized that, although there were all sorts of resources and support for teachers generally, there was still a great need for new approaches in teacher training, a new look at examinations, and perhaps of even greater importance, a major study of the ways in which schools respond, or might respond, to national economic needs in terms of manpower education and supply.

NCST is now part of a growing team of people and organizations committed to improving the effectiveness with which the educational service helps to prepare children for their active roles in a technological society.

The centre has two approaches to teacher training. First, it runs its own in-service courses for teachers and stimulates and assists i.e.s., colleges and schools of education to run courses of many kinds. Its own short courses are largely designed to make teachers and advisers better equipped to run courses and provide advisory services in their own areas. This "breeding" of technology teachers is clearly more economic than attempting to produce courses for all interested practising teachers. Summer schools for practising teachers are run with the DES (last July at Loughborough, next July at NCST, Trent Polytechnic).

A new and far-reaching development has been approved and is now evolving CNA A validation; it is a course, leading to a CNA A BEd degree, specifically for practising teachers who wish to make their teaching more technological. It is hoped to start this course in the next academic year and more details will be published as they become available.

Staff are also often asked to help in courses for teachers in different parts of the country including initial training, postgraduate, induction and in-service courses. While NCST is pleased to meet such requests when staff time and material resources permit, it generally feels that the teacher training resources are better spent on "breeding" aspects of teacher training.

In its second approach to teacher training, NCST works closely with the Schools Technology Forum on behalf of the Standing Conference on Schools' Science and Technology, nationally. SCSST commissions

Trent Polytechnic to provide the secretarial services of this and similar activities which support the forum. The forum, following last year's highly productive national seminar and conference on teacher training for technology, has established a series of working parties dealing with initial training of teachers, in-service training, research and recruitment. Each of these consists of teachers and lecturers from all Britain and is serviced by NCST. A number of publications and courses are being developed.

NCST provides an even more direct service to the practising teacher than in-service courses. It is putting a lot of effort into preparing a number of integrated circuits in a science laboratory and in the workshop. Two books are now published under the NCST Trent Polytechnic imprint: *Op Amp Applications* by Malcolm Plant, a practical guide to the use of operational amplifiers in integrated circuits in a multitude of scientific and design situations, and *Photoelasticity for Schools and Colleges* by D. G. Wilson and G. L. Stockdale.

A new publication is the *Directory of Resource Material for Teachers of Technology in Schools*.

Following some of the developments of project technology, NCST has worked to ensure that the equipment needs of those schools teaching technological activities are met, bearing in mind all the practical economic realities. Recent developments have been the market from NCST of Hydrax (the extruded aluminium adaptable project construction system) and of the 10 volt, 2 amp stabilized power pack kits designed at NCST.

Sales of all these books and equipment are justified on the principle that the education service can and should use its own resources to generate further resources rather than assume that commercial suppliers will automatically meet all needs.

Perhaps the most important of the centre's publications is its quarterly publication *School Technology*. This journal, written by teachers of the various types of school technology, provides an exchange of information and ideas. The most recent issue, September, 1975, in addition to enclosing an index to all previous issues, includes articles on aids for children suffering from spinal bifida, industrial links with schools, projects on sale and on how to get detailed information on available resources.

Running parallel with the equipment and publication development is a continuous hot-line information service for teachers who make direct contact with the centre. Technical information, educational and curriculum information and ideas are all requested and provided, usually

Continued from opposite page

another valuable dimension. It has got under way an imaginative scheme whereby children from Firrhill JH School in Edinburgh come over to the Royal Blind School in their minibuses and share the course. "The kids have been bored, and to a large extent cut off from other people during the term. We wanted to try to get them out and mixing with other kids."

There was also another reason for this link-up. When Mr Weatherley leaves at the end of this year he hopes that a lot of the teaching will be carried on by staff from Firrhill, either at the Royal Blind School or at Firrhill. This was thought a better scheme than appointing one person full-time at the Blind School. The Firrhill children are baffled off with the children at the Royal Blind School. I wondered if they were shy of the handicap of the blind children.

"Not a bit. I am very impressed with them, particularly the girls. Yes, they have the wit not to patronize. Most of our kids who are involved don't need patronizing anyway. They are pretty normal kids, most of them."

It was a joint course like this was run anywhere else, but Mr Weatherley did not know of another one in Britain. In the Sheffield area some promising blind primary children were given intensive training to enable them to go to the local comprehensive. This said Mr Weatherley, is the ideal approach, but in the case of the Edinburgh school, the problem was too urgent for a long-term project like that.

successfully if the number of such callers who come again for help are anything to go by. This service also seems to be meeting overseas needs as there are many countries now developing school activities along the lines of project technology.

All these practical developments, teacher training, publications, equipment and the advisory service, have in common the assumption that the basic principles and directions are the right ones. What would be wrong would be in assuming that such principles and directions are absolute and unchangeable. A major concern of NCST is, therefore, to study fundamental needs, as seen by schools, examiners, employers, further and higher education and by the engineering professions, and to attempt to match these views to each other.

For example, Trent Polytechnic accepts a responsibility to help schools to develop sixth-form courses which will not be constrained by the traditional academic requirements of universities but will both help schools to develop and achieve recognition for a broader range of types of ability at age 18 plus and help higher education to meet its own responsibilities to provide a wider range of courses which will develop knowledge and skills to meet real social purposes.

An instance of how this responsibility is being met is the acceptance of a commission from the Schools Council to make a study of the feasibility of an N (and P) level examination in design which will have no specific knowledge based syllabus but will concentrate, by the use and assessment of project work, on the skills and attitudes needed by the scientist, the engineer, the designer, the town planner and others, to help them in their creative problem-solving activities.

NCST sees itself as part of what is at last beginning to cohere as a national movement which recognizes that the technological nature of the world's economic and social structure requires technological elements in our school curriculum. It realizes, however, that it is not a simple matter of the short-term meeting of a well-defined need so much as a series of successive approximations each of which is defined by one or more national interests.

Now that the turbo of the education system is becoming shattered it is of the utmost importance that evolution can be encouraged and that teachers, the designer, the town planner and others, to help them in their creative problem-solving activities.

NCST sees itself as part of what is at last beginning to cohere as a national movement which recognizes that the technological nature of the world's economic and social structure requires technological elements in our school curriculum. It realizes, however, that it is not a simple matter of the short-term meeting of a well-defined need so much as a series of successive approximations each of which is defined by one or more national interests.

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E. 1620 - THORN PRIMARY School.
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E 1016	<p>Excellent worker to work on one's own initiative. NOVELL, SCOTLORD, E.S.N.-51 684, on Roll 441 Novell, View, Leeds, 159 Hill, Leeds-6, Leeds, Mrs. J. M. Hall. Telephone: Leeds 335959 Required for January, 1976: teacher for this E.S.N.151</p>	<p>Handicrafts teacher for part-time 1199, Walk, Leeds, E.S. 151 Headteacher: Mrs. D. H. Thorl Telephone: Leeds 165621 Required for January, 1976: Nursery teacher for the library Infant Nursery Unit, situated 5 miles from the school. There are 2 R.A.F.s and there are 35 children attending the nursery and the infant school.</p>	<p>RODD, IAN SCOTLORD (No. on roll 844: 11-10 years) Lillington, Mr. Wakefield Headteacher: Mr. J. Barnes, M.A. Telephone: Wakefield 423133</p>	S 1029	<p>Required for January, 1976: HANDICRAFTS teacher; mainly for the WORKSHOP appropriate for work</p>
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1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

PRIMARY SCHOOLS
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LECTURER 2 IN HEALTH AND SOCIAL SERVICES MANAGEMENT. Applicants should be Health Service Officers or Nurses with experience in Personnel Management, Training or Clinical Teaching or from persons having a special interest and experience in Health Service Management Training.

Candidates should possess a degree or an appropriate professional qualification.

Application forms and further details are available on receipt of a stamped, addressed, foolscap envelope quoting the first reference from the undersigned to whom they should be returned by Friday, 24th October, 1975.

JOHN BEALE, Director of Education, Education Department, Princess House, Princess Way, Swansea.

AUSTRALIA

New South Wales

Department of Technical and Further Education

Teachers of Mining

Applications are invited for the above positions.

Salary:

\$10,593 per annum range \$13,111 per annum. Commencing salaries are determined in accordance with qualifications and experience and may be up to the maximum of the range.

Qualifications:

(a) Degree or Diploma in Mining or equivalent sufficient to satisfy the requirements of the Council of Engineering Institutions for registration as a Chartered Engineer (C.Eng.) and membership of the Institution of Mining Engineers;

and

(b) A Colliery Manager's Certificate together with sound industrial experience, preferably in mechanized mines;

(c) Ability to teach Mine Surveying to the standard of the Mine Surveyor's Certificate of the New South Wales Department of Mines would be an advantage and applicants offering qualifications in Mine Surveying sufficient to meet these needs may be considered.

Experience:

As the student body in the Division of Mining largely comprises Coal Mining Certificate (Undermanagers) and Mine Deputy students, it is desirable, but not essential, that applicants should have some teaching experience in these fields.

Location:

Initial appointments will be to Belmont and Wollongong Technical Colleges.

Conditions:

(a) Career salary scale and promotion opportunities;

(b) Security of employment;

(c) Excellent superannuation subject to certain conditions;

(d) Eleven (11) weeks annual leave;

(e) Liberal sick and long service leave benefits.

Interviews will be held in London by an officer familiar with the requirements of the position, local industrial and domestic conditions.

Subject to certain conditions the successful applicants will be eligible for:

* Payment of fares to Sydney;

* Financial assistance towards cost of removal expenses;

* Financial assistance towards initial accommodation expenses.

For further information and application form telephone or write to the Recruitment Section, New South Wales Government Offices, 86 Strand, London WC2N 6LZ (Tel. 01-630 8851) where applications close on Friday, 24th October, 1975. When telephoning or writing please quote reference 44/605 (TES).

Ipswich Civic College

SCHOOL OF COMMERCE & MANAGEMENT

LECTURER II IN ACCOUNTANCY

A qualified Accountant is required, as soon as possible, able to teach Costing and Management Accountancy to final professional levels. Additionally, the successful candidate will be expected to teach Financial Accounting and allied subjects.

Salary £3,279 to £5,031 (under review).

Information relating to progression to higher salaries than £5,031 will be forwarded with the application form.

Further details and application form can be obtained from the Principal, Ipswich Civic College, Rope Walk, Ipswich IP4 1LT, to whom application forms should be returned within 21 days of this advertisement. Please quote Post No. 4/19.

London Borough of Redbridge

Redbridge Technical College

Little Heath, Barley Lane Romford RM6 4XT

Required as soon as possible:

a) LECTURER II In Sciences

b) LECTURERS I in:

Secretarial Skills/Office Practice
Accounts/Allied Subjects
Electrical Installation
Chemistry/Associated Sciences
Welding/Mechanical Engineering
General/Related Studies in Technology
English/Communications
Dress/Home Economics
Forms and further particulars are available from the Principal at the above address.

Liverpool

NAUTICAL CATERING COLLEGE,

CANNING PLACE, LIVERPOOL L1 8BT

Lecturer, T Grade I to teach

Cookery and Bakery

It is essential that applicants have good sea experience.

Applications and further details can be obtained from the Principal at the above address.

Bournemouth College of Technology

Faculty of Tourism,

Catering and Hotel Administration

Senior Lecturer in Food Science

Applicants are invited from graduates in food science or a related discipline for the above post to commence on 1st January, 1976.

The post carries responsibility for the sections teaching science on HND or OND Catering Courses.

The faculty will be moving to a new purpose built college during 1976.

Salary scale £5,031-£5,955, the commencing point depending upon qualifications and experience.

Further details and application forms may be obtained from the Principal, College of Technology, Lansdowne, Bournemouth BH1 3JL, tel. 0202 20844 to be returned by 24th October 1975.

COLLEGES OF FURTHER EDUCATION continued

LONDON

JOHN LONDON EDUCATION AUTHORITY

100, Abchurch Lane, London EC4N 3JL

ENGLISH

LECTURER 1 IN ENGLISH to teach English to students of other languages. Applicants should have a degree in English or equivalent and be qualified to teach English to non-native speakers.

Salary scale £3,279 to £5,031 (under review).

Application forms and further details from the Principal, John London Education Authority, 100, Abchurch Lane, London EC4N 3JL.

LONDON

SOUTHWICK COLLEGE

100, Abchurch Lane, London EC4N 3JL

ENGLISH

LECTURER 1 IN ENGLISH to teach English to students of other languages. Applicants should have a degree in English or equivalent and be qualified to teach English to non-native speakers.

Salary scale £3,279 to £5,031 (under review).

Application forms and further details from the Principal, Southwick College, 100, Abchurch Lane, London EC4N 3JL.

LONDON

THE NORTH COLLEGE

100, Abchurch Lane, London EC4N 3JL

ENGLISH

LECTURER 1 IN ENGLISH to teach English to students of other languages. Applicants should have a degree in English or equivalent and be qualified to teach English to non-native speakers.

Salary scale £3,279 to £5,031 (under review).

Application forms and further details from the Principal, The North College, 100, Abchurch Lane, London EC4N 3JL.

LONDON

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Salary scale £3,279 to £5,031 (under review).

Application forms and further details from the Principal, The North College, 100, Abchurch Lane, London EC4N 3JL.

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Salary scale £3,279 to £5,031 (under review).

Application forms and further details from the Principal, The North College, 100, Abchurch Lane, London EC4N 3JL.

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Application forms and further details from the Principal, The North College, 100, Abchurch Lane, London EC4N 3JL.

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COLLEGES OF FURTHER EDUCATION continued

NOTTINGHAMSHIRE

COUNTY COUNCIL

100, Abchurch Lane, London EC4N 3JL

ENGLISH

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Salary scale £3,279 to £5,031 (under review).

Application forms and further details from the Principal, Nottinghamshire County Council, 100, Abchurch Lane, London EC4N 3JL.

NOTTINGHAMSHIRE

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COLLEGES OF FURTHER EDUCATION continued

NOTTINGHAMSHIRE

COUNTY COUNCIL

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Application forms and further details from the Principal, Nottinghamshire County Council, 100, Abchurch Lane, London EC4N 3JL.

NOTTINGHAMSHIRE

Shropshire Education Committee STOKE HEATH BORSTAL LECTURER I

Required from 1st January, 1976, or as soon as possible after that date

To teach English to 'O' Level and to assist with remedial work and Personal Relationship Courses. The successful applicant will be a qualified teacher preferably with experience of working with young men in their late teens.

Send S.A.E. for application forms and further details to: County Education Officer, Further Section, Shirehall, Abbey Foregate, SHREWSBURY, Salop.



Bedfordshire ADULT EDUCATION ELSTOW CRAFT CENTRE Appointment of LECTURER-IN-CHARGE ELSTOW CRAFT CENTRE, near Bedford Salary: Further Education Lecturer Grade II, £3,275-£5,483

The holder of this post will work in close cooperation with the County General Adviser (Home Economics). The Centre provides day-time and evening classes in a number of subjects as well as demonstrations and classes in the various domestic appliances in the county.

The person appointed will be expected to join a team of Adult Education Organizers which at present numbers 14 to contribute towards the development of Adult Education within the County area. Further particulars from: P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford (Ref. FEAE11). Closing date for the receipt of applications: 17th October, 1975.

County of Cleveland EDUCATION DEPARTMENT

FULL-TIME ASSISTANT YOUTH LEADER, £2,442-£3,204
Responsible at Ouseburn Boys' Club, Broadway, Middlesbrough, Cleveland.

FULL-TIME DEPUTY WARDEN, £2,442-£3,204
Responsible at Rosedale Centre, Rosedale, Hartlepool, Cleveland.

FULL-TIME YOUTH WORKER, £2,712-£3,537
Required at Loftus County Youth Club, Zoland Street, Loftus, South Yorkshire.

FULL-TIME DEPUTY WARDEN, £2,712-£3,537
Required at Thorne Youth and Community Centre, Birkhall, Road, Middlesbrough, Cleveland.

FULL-TIME WARDEN, £3,428-£4,248
Required at The Bridge Youth Centre, Burnaby Street, Hartlepool, Cleveland.

YOUTH TUTORS, £3,357-£4,187
Applications are invited for the above posts at Manor, Combs, Hartlepool, Cleveland. Further details and application forms from: P. J. Browning, M.A., Chief Education Officer, County Hall, Bedford (Ref. FEAE11). Closing date for the receipt of applications: 17th October, 1975.

In approved cases, financial assistance with household removal expenses will be available. Temporary housing accommodation for married couples may be available in approved cases, within the County area.

Application forms for these posts are available from the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland, TS2 2EL, to whom completed forms should be returned by 21st October, 1975.

**SHEFFIELD EDUCATION
YOUTH SERVICE
YOUTH WORKERS**

The Committee offers a number of rewarding and demanding opportunities for qualified and experienced youth workers to work closely with young people in a variety of situations. The City is large, attractive and an ideal place for job satisfaction and family contentment.

These vacancies are due to internal promotions.

**BEIGHTON CENTRE
ROWLINSON CAMPUS YOUTH WING
PARK CENTRE**

Salary scale Sheffield-Burnham-related Tier 3 or 4. Tier 3: £3,615-£4,368, Tier 4: £4,368-£5,310.

For further information please write for application forms and further details to the post required (large a.c. please) to: Chief Education Officer (Ref. YB/75/1), Education Office, P.O. Box 67, Colford Street, Sheffield S1 1JL, which should be returned not later than Friday, 17th October, 1975.

COLLEGES OF EDUCATION continued

LIVERPOOL L17 6HH

PHYSICAL EDUCATION

Principal: Miss M. F. Jamieson.

Applications are invited from suitably qualified and experienced teachers to fill the post of Physical Education Officer for January 1976. Candidates will be expected to contribute mainly within the school but also to the community and to the development of the school's physical education and to the development of the school's physical education and to the development of the school's physical education.

Further details and application forms may be obtained from the Principal to whom they should be sent by Friday, 17th October, 1975.

LONDON

ADULT EDUCATION

Principal: Mr. J. D. Collins, London.

Applications are invited from suitably qualified and experienced teachers to fill the post of Adult Education Officer for January 1976. Candidates will be expected to contribute mainly within the school but also to the community and to the development of the school's physical education and to the development of the school's physical education.

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CHESHIRE

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CHESHIRE

ADULT EDUCATION

Principal: Mr. J. D. Collins, London.

DUNDEE COLLEGE OF EDUCATION

Post of Assistant Principal (Dean of Women)

Applications are invited from suitably qualified and experienced persons for appointment with effect from 1 September, 1976, to the above post.

The salary attached to the post is £9,450.

Forms of application, which may be obtained together with a statement of conditions and duties from the Principal, College of Education, Garlyne Road, DD5 1NY, must be returned not later than 28 November, 1975.

Northumberland COLLEGE OF EDUCATION

Appointment of PRINCIPAL

Applications are invited from persons with suitable qualifications and experience for the post of PRINCIPAL which will become vacant on 31st August, 1976, on the retirement of the present Principal, Miss Eileen M. Churchill, M.A.

The College will continue to be maintained by the Northumberland County Council as a major institution for the education and training of teachers. It is expected that diversified courses will also be provided from September, 1978.

The salary will be fixed at the appropriate point in Group G of the Pelham range of salaries for Principals. The appointment will date from 1st September, 1976.

Further particulars and application forms may be obtained from The Clerk to the Governors, Northumberland College of Education, Ponteland, Newcastle upon Tyne, NE20 0AB, to whom completed forms should be returned by 27th October, 1975.

Cumbria County Council Social Services Department

Gardening Instructor

Salary within scale £2,316 to £3,720 (plus £879 for additional duties)

at Edmond Calet Community Home, Wetheral, Carlisle, to run a training department for boys aged 14 to 18.

Responsibility for 84 acres of ground, including a walled garden, two lakes and a playing field, with the help of a working gardener and usually about nine boys.

Sterling salary will depend on qualifications and experience but will be within scale £2,316 to £3,720 plus £879 a year additional remuneration for required extraneous duties averaging 15 hours a week.

Full City and Guilds in Horticulture preferred; professional teacher training an advantage for which Burnham Scale 1 will be paid plus £584 a year Superannuation Scheme. Medical clearance.

Ring Mr. J. McGregor, Headmaster, on Hayton 216 for an informal discussion.

Further details and application form, returnable by 24th October, 1975, from Director of Social Services, 'Galsdale', The Priory, Wetheral, Carlisle.

Education Overseas Solomon Islands

EXPERT- AUDIO-VISUAL AIDS

At the Solomon Islands Training College to be in charge of Audio-Visual Aid aspects of curriculum development; train local staff in use and production of Audio-Visual Aids; train a local counterpart; liaise with associated staff. Applicants, aged 25-55 and preferably single, should be graduates or certificate holders with a qualification plus wide experience in the prescribed duties of the post. Appointment for 2 years.

Bhutan

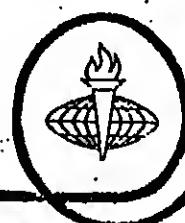
HEADTEACHER

At the Paro Central School responsible to the Director of Education for all aspects of teaching, supervision and administration. Applicants should be graduates with teaching and administrative experience at a senior level. Appointment for 3 years.

Salary (both posts) will be in excess of current UK earnings plus a tax-free overseas allowance. All emoluments paid by British Government and superannuation rights may be preserved. Other benefits include free family passages, paid leave, children's educational allowances, and free accommodation and medical attention. Applicants should be citizens of the United Kingdom.

For full details and an application form please apply, indicating post concerned, and giving details of age, qualifications and experience to:

Appointments Officer,
Ministry of Overseas
Development
Room 317, Eland House,
Slag Place, London,
SW1E 5DH.



ROYAL COUNTY OF BERKSHIRE

Youth and Community Service

The population of Berkshire is approximately 850,000 and includes urban areas in the East of the County including Slough, Reading, Maidenhead, Windsor, West of Reading, the Newbury District Council covers the more rural parts of Berkshire.

The Youth and Community Service is a combination of Local Education Authority and Voluntary Organization. Applications are invited from suitably qualified persons to fill existing vacancies within a large team of professional workers.

On this occasion selected applicants will be invited to spend 48 hours in Berkshire from 18 November to 18 November, 1976, to gain an understanding of the opportunities that exist within the County and to decide which of the vacant posts they find attractive.

EDUCATION DEPARTMENT

Senior Careers Officer

AP4/5 (£3,627-£4,356 inclusive)

This post will be particularly concerned with college students, sixth form pupils in comprehensive schools and pupils in selective schools.

Applicants should have a minimum of two years' previous experience as Careers Officers.

Further details and application forms are obtainable from J. E. Fordham, B.A., Chief Education Officer, Education Office, 255 High Road, Ilford, Essex IG1 1NN. Closing date: 24th October, 1975.

Redbridge
London Borough

METROPOLITAN BOROUGH OF SANDWELL

WEST BROMWICH COLLEGE OF COMMERCE AND TECHNOLOGY

ACADEMIC REGISTRAR

Applications are invited for the above vacancy to work under the direction of the Chief Administrative Officer, who also acts as Clerk to the Governing Body. The person appointed will have responsibility for the administrative aspects of academic development, student registration, statistics, examination arrangements and the supervision of staff in these administrative sections.

Salary: SENIOR OFFICERS' Grade I, £4,239 to £4,842. N.C. Conditions of Service.

Forms of application and further particulars from the Principal, West Bromwich College of Commerce and Technology, Modern Road South, Wednesbury, West Midlands WS10 0PE.

Applications to be returned by 26th October, 1975.

Belfast City Council

Community Services Officers

Community Services Section, TOWN CLERK'S DEPARTMENT

THE JOB

General community development work in field of recreation, education, housing planning and neighbourhood amenity. Information and intelligence services relevant to social needs. Development of physical facilities in the social and recreational field.

THE PERSON

Ability to work on own initiative within a team. Wide experience of community work. Preferably academic or professional qualifications.

THE SALARY

£3,326 to £4,936 per annum. Graduates or those similarly qualified without experience may be considered for salaries from £2,727-£3,526.

FURTHER INFORMATION

Telephone or arrange to see Mrs Corrie Field, Principal Community Services Officer, City Hall, Belfast. Telephone: Belfast 20202, Ext. 271.

Application forms and conditions of appointment may be obtained from the Community Services Section, City Hall, Belfast, BT1 5GS. Completed forms must be returned to me, P.O. Box 224, City Hall, Belfast, BT1 5GS, not later than 31st October.

Conveying will disqualify.

WILLIAM J. JOHNSTON, Town Clerk.

CAREERS OFFICERS

£3,183 to £3,963 inclusive

To work in District Careers Offices. In teams comprising Senior Careers Officer, Careers Officer, Employment Officer and Assistant, plus clerical support.

If you are a qualified Careers Officer, able to bring energy, enthusiasm and adaptability to the range of duties involved, i.e. school/college interviews, group work, industrial visits, liaison and administration, then we would be delighted to receive your application.

Application forms and further details available from: Personnel Officer, Bolton House, 38 Market Square, Uxbridge, Middlesex UB8 1TH; quoting Ref: E/20/11X.

Tel: Uxbridge 52211 Ext. 29. Closing date: 24 October 1975.

LONDON BOROUGH OF BROMLEY

ADMINISTRATION

General continued

CIRENCESTER

THE KING'S SCHOOL

Applications are invited for the post of **ADMINISTRATIVE OFFICER** to the school. The successful candidate will be responsible for the day-to-day administration of the school, including the management of the school's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Headmaster, The King's School, Cirencester, Gloucestershire, GL7 1JF.

EASTERN ARTS ASSOCIATION

30 Station Road, London E11 1JF

LITERATURE OFFICER

Further details from the Director, Literature, 310 Oxford Street, London W1A 1AB.

GLASGOW

SCOTTISH NATIONAL BOTANICAL GARDEN

Applications are invited for the post of **ADMINISTRATIVE OFFICER** to the Garden. The successful candidate will be responsible for the day-to-day administration of the Garden, including the management of the Garden's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Director, Scottish National Botanical Garden, Glasgow, Scotland.

NEWCASTLE upon Tyne

EDUCATION COMMITTEE

Applications are invited for the post of **ADMINISTRATIVE OFFICER** to the Committee. The successful candidate will be responsible for the day-to-day administration of the Committee, including the management of the Committee's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Newcastle Education Committee, Newcastle upon Tyne.

NORTHUMBERLAND COUNTY COUNCIL

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the County Council. The successful candidate will be responsible for the day-to-day administration of the County Council's education services, including the management of the County Council's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Northumberland County Council, Newcastle upon Tyne.

EDUCATIONAL PSYCHOLOGIST

Applications are invited for the post of **EDUCATIONAL PSYCHOLOGIST** to the County Council. The successful candidate will be responsible for the day-to-day administration of the County Council's educational psychology services, including the management of the County Council's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Northumberland County Council, Newcastle upon Tyne.

COUNTY OF NORTH YORKSHIRE

ADVISER FOR COMMUNITY EDUCATION

Salary Scale—Southbury—£8,210-£8,930

Applications are invited from men and women for the post of **ADVISER FOR COMMUNITY EDUCATION**. The County Council has agreed that on the retirement of the present County Youth Officer a new post shall be created of Adviser for Community Education.

The person appointed should have specialist knowledge and experience of the Youth Service together with knowledge and sympathy for Adult Education such as will enable him or her to make a major contribution to the development of a Community Education Service in North Yorkshire. The salary scale will be subject to review in the light of any Southbury arbitration decision.

Application forms (reference D808), to be returned by the 24th October, 1975, and further details are available from the County Education Officer, County Hall, Northallerton, North Yorkshire DL7 6AE.

Somerset

Education and Cultural Services Committee

Area Careers Officer

for East Somerset

An Area Careers Officer is required for the East Somerset Area which includes Frome and Shepton Mallet. The salary will be in accordance with Grade AP 5 (£3,625-£4,095) and is currently under review.

Applications are invited from appropriately qualified candidates who should have previous experience in the Careers Service.

Application forms, and further details, are available from the Chief Education Officer (Staffing N.T.), County Hall, Taunton, to whom they should be returned by 24th October, 1975.

Lincolnshire

Careers Service

Divisional Careers Officer, Louth

SO1 £4,239-£4,545

The Lincolnshire Careers Service is charged with developing a service in which the work of Careers Officers, Careers Teachers in schools, and Career Advisers in colleges is closely integrated.

Applicants for this post should be qualified and experienced Careers Officers.

The officer appointed will be based at Louth and will be responsible to the Principal Careers Officer for the management of the service in the division, including a degree of responsibility for the development of careers work in the division and colleges. He or she will have a reduced caseload of pupils and students as compared with the Principal Careers Officer at Louth.

Applicants must be able to drive and an essential allowance is payable. The County Council has agreed a scheme of removal and temporary allowances payable in appropriate cases.

Application forms and further details are available from the Director of Personnel and Central Services, County Offices, Lincoln (Tel: Lincoln 2901, Ext. 371) to whom completed forms should be returned by 24 October, 1975.

Lincolnshire

Careers Service

Divisional Careers Officer, Louth

SO1 £4,239-£4,545

The Lincolnshire Careers Service is charged with developing a service in which the work of Careers Officers, Careers Teachers in schools, and Career Advisers in colleges is closely integrated.

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Applicants must be able to drive and an essential allowance is payable. The County Council has agreed a scheme of removal and temporary allowances payable in appropriate cases.

Application forms and further details are available from the Director of Personnel and Central Services, County Offices, Lincoln (Tel: Lincoln 2901, Ext. 371) to whom completed forms should be returned by 24 October, 1975.

EXAMINATIONS

Appointments continued

LONDON

THE UNIVERSITY

UNIVERSITY ENTRANCE AND EXAMINATIONS

GENERAL SECRETARY

Applications are invited for the post of **GENERAL SECRETARY** to the University Entrance and Examinations. The successful candidate will be responsible for the day-to-day administration of the University's entrance and examinations, including the management of the University's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, University Entrance and Examinations, London.

STAFFORDSHIRE

STAFFORDSHIRE COUNTY COUNCIL

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the County Council. The successful candidate will be responsible for the day-to-day administration of the County Council's education services, including the management of the County Council's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Staffordshire County Council, Stafford.

Metropolitan Regional Examinations Board

Applications are invited for the post of **ADMINISTRATIVE OFFICER** to the Board. The successful candidate will be responsible for the day-to-day administration of the Board, including the management of the Board's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Metropolitan Regional Examinations Board, London.

BOURNEMOUTH

BOURNEMOUTH COLLEGE

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the College. The successful candidate will be responsible for the day-to-day administration of the College's education services, including the management of the College's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Bournemouth College, Bournemouth.

BRIGHTON D2 5JF

ST. MARY'S HALL SCHOOL

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the School. The successful candidate will be responsible for the day-to-day administration of the School's education services, including the management of the School's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, St. Mary's Hall School, Brighton.

PRINCIPAL - £7000 to £9320

Residential Training Establishment

The Electricity Council is the central co-ordinating body for the electricity supply industry which employs some 170,000 staff in a wide variety of technical, commercial, administrative and other work.

Applications are invited for a new senior appointment as **Principal of the Council's residential establishment at East Horsley in Surrey**.

The establishment is part of the Education and Training Branch of the Council's Industrial Relations Department and provides a range of management, executive development and specialist courses for staff employed in the industry.

The establishment now needs to develop the staff college aspects of its work, to concentrate increasing attention on management training, and to play a growing part in the design, development and programming of courses.

The Principal will manage all aspects of the establishment's business within the framework of the Education and Training Branch and of the Council's policies and practices.

Candidates should be graduates or hold an equivalent qualification. They should have had success in selling, running, or working at a senior level in an industrial or commercial residential training establishment and have experience in developing management training in large scale industry. Other management experience and periods in academic life relevant to industrial and commercial management would be an advantage.

There will be opportunities for the new Principal to play a role in some other work of the Education and Training Branch, which has both advisory and executive roles in relation to industrial training.

With confidence, giving age, career to date and present salary quoting T/114 by 24th October, to: Duncan Ross, Recruitment & Development Officer, Electricity Council, 30 Millbank, London SW1P 4RD.

CAREERS OFFICERS

STOP A MINUTE!

Surrey has one of the largest careers services in the country with more than 100 staff committed to development and growth of this important activity. Surrey has much to offer its careers officers, including the specialist services of a careers information and research officer and training officer based at H.Q.

We currently have three opportunities open to experienced careers officers preferably qualified with a degree and diploma in vocational guidance or equivalent. All posts are graded SO1 (£4,239-£4,545) plus £180 Surrey Allowance. Car mileage and telephone expenses are payable, together with generous relocation expenses in approved cases. Temporary accommodation may be available.

NEVA

ST. ANDREW'S SCHOOL

Applications are invited for the post of **ADMINISTRATIVE OFFICER** to the School. The successful candidate will be responsible for the day-to-day administration of the School, including the management of the School's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, St. Andrew's School, Neve.

DOHSEY

DOHSEY SCHOOL

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the School. The successful candidate will be responsible for the day-to-day administration of the School's education services, including the management of the School's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Dohsey School, Dohsey.

DOHSEY

DOHSEY SCHOOL

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the School. The successful candidate will be responsible for the day-to-day administration of the School's education services, including the management of the School's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Dohsey School, Dohsey.

Cambridge

WOLFSON COLLEGE AND NATIONAL COUNCIL OF V.M.C.A.

Applications are invited for the post of **ADMINISTRATIVE OFFICER** to the College and National Council. The successful candidate will be responsible for the day-to-day administration of the College and National Council, including the management of the College and National Council's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Wolfson College and National Council, Cambridge.

BOURNEMOUTH

BOURNEMOUTH COLLEGE

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the College. The successful candidate will be responsible for the day-to-day administration of the College's education services, including the management of the College's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Bournemouth College, Bournemouth.

BRIGHTON D2 5JF

ST. MARY'S HALL SCHOOL

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the School. The successful candidate will be responsible for the day-to-day administration of the School's education services, including the management of the School's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, St. Mary's Hall School, Brighton.

ELECTRICITY COUNCIL

CAREERS OFFICER

Further and Higher Education, Reigate

You'll join a team of three working in a range of colleges with students up to HNC level and part-time students including those at Adult Education Centres and the Open University. Previous experience of this specialist area of work is not essential.

DISTRICT CAREERS OFFICERS

(2 posts); Weybridge or Reigate

To be responsible to the Area Careers Officers and to manage the Service in these busy districts. These are new posts involving wide-ranging duties and an interesting caseload.

Further details and application forms from County Education Officer, County Hall, Kingston upon Thames KT1 2DJ. Tel. 01-546 1050, ext. 3480. Closing date October 22, 1975.

CAREERS OFFICERS

STOP A MINUTE!

Surrey has one of the largest careers services in the country with more than 100 staff committed to development and growth of this important activity. Surrey has much to offer its careers officers, including the specialist services of a careers information and research officer and training officer based at H.Q.

We currently have three opportunities open to experienced careers officers preferably qualified with a degree and diploma in vocational guidance or equivalent. All posts are graded SO1 (£4,239-£4,545) plus £180 Surrey Allowance. Car mileage and telephone expenses are payable, together with generous relocation expenses in approved cases. Temporary accommodation may be available.

WAKEFIELD (City of)

WAKEFIELD COLLEGE

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the College. The successful candidate will be responsible for the day-to-day administration of the College's education services, including the management of the College's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Wakefield College, Wakefield.

DOHSEY

DOHSEY SCHOOL

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the School. The successful candidate will be responsible for the day-to-day administration of the School's education services, including the management of the School's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Dohsey School, Dohsey.

DOHSEY

DOHSEY SCHOOL

EDUCATION OFFICER

Applications are invited for the post of **EDUCATION OFFICER** to the School. The successful candidate will be responsible for the day-to-day administration of the School's education services, including the management of the School's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, Dohsey School, Dohsey.

County of Cleveland

EDUCATION DEPARTMENT

"MY OWN VIEW IS THAT IT WILL BECOME INCREASINGLY OBVIOUS TO RECOGNISE DIFFERENT TYPES OF SCHOOLS, DIFFERENT TYPES OF TEACHERS, DIFFERENT TYPES OF PUPILS, DIFFERENT TYPES OF FUNCTIONS"

(Sir Cyril Burr, 1969) Psychologists in Education

We are seeking to recruit a team of 12 Specialist Educational Psychologists to work in the County of Cleveland. The team will be responsible for the day-to-day administration of the County's educational psychology services, including the management of the County's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £3,183 to £3,963 inclusive. Applications should be sent to the Chairman, County of Cleveland Education Department, Cleveland.

2 Specialist Educational Psychologist Posts

(Sousbury 12-22 £4,530-£5,070).

One (Children in Care) a new post, and the other (Language and Literacy), vacant owing to the promotion of its previous holder to Senior Educational Psychologist.

2 Educational Psychologist Posts

(Sousbury 12-22 £4,058-£4,501).

There may be a vacancy also for:

1 Trainee Educational Psychologist

(Sousbury 8-12 £3,408-£3,851).

This would be suitable for a graduate in psychology with teaching experience, who may be seconded later to professional training.

Further details of the posts and terms of application can be obtained from the County Education Officer, Education Office, Westlands Road, Middlesbrough. The Principal Educational Psychologist, Ken Cornwall, will be happy to discuss career prospects in Cleveland and can be contacted on Middlesbrough 4185 Extension 2985. Completed application forms should be returned by October 27th, 1975.

Head of Employment Rehabilitation Research Centre

Salary £5,680 to £7,450

The Employment Services Agency (ESA) under the Manpower Services Commission provides a country-wide employment rehabilitation service through its network of 26 Employment Rehabilitation Centres.

ESA is planning a full-time Research Centre to evaluate existing employment rehabilitation practices and to recommend how these should be improved or developed. The Centre will be based in the Midlands and will be responsible for the day-to-day administration of the Centre's research services, including the management of the Centre's finances, personnel, and general administration. The post holder will be required to have a minimum of five years' experience in a similar post and to hold a degree in a relevant subject. The salary for this post is £5,680 to £7,450. Applications should be sent to the Chairman, Employment Services Agency, Midlands, Midlands.

Candidates should have the necessary qualifications and experience to work in a programme of research drawing on the latest techniques and practices from related disciplines and to develop a team into an effective research operation.

The Head will lead a multi-disciplinary team, throwing on such skills as occupational psychology, occupational medicine, sociology, statistics and rehabilitation. He/she need not be an expert in rehabilitation but relevant research experience to the employment, medical or social fields, or in the problems of disabled persons is likely to be vital.

The successful applicant will be in London for an initial period of several months before moving to Birmingham where the Research Centre will be situated. The appointment will be for three years with a possibility of renewal for a further two years. A starting salary above the minimum may be offered, depending on experience and qualifications.

PROFESSIONAL AND EXECUTIVE RECRUITMENT

Telephone or write to: Colin Hodson, P.E.R., 4 Grosvenor Place, London SW1. (01) 235 7080 Ext. 361

